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ABSTRACT

Reported here is the completed phase 2 of a program designed to develop a comprehensive integrated system that will produce information for planning and administering Illinois vocational education programs. Phase 2 project activities were intended to further develop and refine the Illinois Vocational Management Information System (MIS) and to develop three integral MIS components: (1) cost analysis, (2) follow-up, and (3) teacher supply/demand. The cost component was developed to provide local school administrators with a tool for analyzing the total cost of various educational programs being offered in their districts. The follow-up component was created to provide vocational education administrators and/or agencies at the local and state level with an automated system to obtain student follow-up information. The teacher component was designed to store data relating to teachers, counselors, and administrators in vocational education and students enrolled in and graduated from Illinois vocational education teacher training programs. In addition to completing the system's design and programming work, documentation and user materials were developed. Ten field-test school districts were involved in data collection and reporting activities. (A report of phase 1 is available separately--see note.) (CSS)

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FINAL REPORT

Continuation of the Illinois Multifarious, Student-Based
Management-Oriented Information Project

State Board of Education
Illinois Office of Education
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

Project No. 498AH50217
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U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Bureau of Occupational and Adult Education

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FOREWORD

This report deals with the continuation of the Illinois Multifarious, Student-Based Management-Oriented Information Project, which was described in the Final Report by the Illinois Office of Education for the Bureau of Occupational and Adult Education; USOE, HEW. The continuation activities proposed in Project No. 498AH50217 were designed to add to the components described in the first Final Report, and that document should be available for reference. A limited number of copies are available from:

Illinois Office of Education
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The activities reported herein were developed to accomplish four goals:

1. Further development and refinement of the Illinois Vocational MIS.
2. Development of a Cost Analysis Component as an integral part of the MIS.
3. Development of a Follow-Up Component as an integral part of the MIS.
4. Development of a Teacher Supply/Demand Component as an integral part of the MIS.

The system's design and programming work was completed, documentation and user materials were developed, and ten field-test school districts were involved in data collection and reporting activities. While in the process of program debugging, the Illinois Office of Education transferred its computer operations from an internal Honeywell system to an IBM system operated by the Illinois State Management Information Division, now located in the Department of Administrative Services.

All programming had to be rewritten and tested. A significant time extension of the contract was requested of and granted by USOE, and project staff and activities were adjusted in order to free all possible project funds for concluding the project activities. The computer services center at the Management Information Division was in a continual process of expansion and revision, which caused incessant problems in storing, accessing and processing project data. Project subcontracts expired, yet Robert Davis Associates and Western Illinois University continued to keep their commitment to provide us a completed, working system. Only when the 1976 Vocational Amendments, P.L. 94-482, made it apparent that the system design would again require significant modification and reprogramming, did the impetus for completing the full test of the project system falter.

Project staff, having been transferred months previously to other payrolls when project funds ran out, were reassigned to begin working on national and state activities for developing the new Vocational

Education Data System. Several key staff members have since moved on to other jobs.

However, the products developed in the project are significant, certainly in terms of conceptual models as states gear up to accommodate the information and reporting requirements implicit in P.L. 94-482 and VEDS. Several component activities from both contracts have resulted in noteworthy efforts and products:

The Consortium of Vocational Educators and Employers (COVEE) is a viable industry-education council functioning today in the area of Metro-East St. Louis. It developed out of a group of vocational administrators working on the MIS field-test.

The Educational Planning in the Labor Market: Linking Occupational Education to Regional Economic Development report by Messrs. Cassell, Rodgers and Kerchner at Northwestern University resulted from a subcontract to utilize MIS information for labor market planning.

The Comprehensive Needs Assessment Study of Adult and Vocational Education Programs and Services Within Illinois, performed by Education Management Services, Minneapolis, resulted because of a desire by DAVTE to collect statewide subjective data for combining with MIS objective data to plan and implement more effective programs and services.

These, and other, results of the MIS project will continue to positively impact upon the administration of occupational training in Illinois.

It is important that individuals be recognized, some because of their legitimate and deserved status in the scheme of things, and others because of their devotion and efforts which might otherwise go unrecognized:

Dr. John Wilson, project monitor for BOAE, certainly deserves recognition for his leadership in many MIS activities across the nation and particularly for his patience with our project.

James Galloway, Ronald McCage and William Reynolds in the Department of Adult, Vocational and Technical Education for their administrative support.

Jan Staggs in the Governor's Office of Manpower and Human Development, who is the best reference source in Illinois for national and state labor market information.

Garth (Skipper) Yeager, who was the original project director and a continuing supporter and worker for the project.

The Staff: The staff consisting of Mary Ann Sweeney, a top-notch and dedicated systems specialist; Kathy Trexler, who in three years developed from secretary to programmer; and Kathy Hoxsey, our competent secretary.

Springfield, Illinois
March, 1978

James F. Henry
Project Director

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CHAPTER I: INTRODUCTION

The Illinois Office of Education, Department of Adult, Vocational and Technical Education has concluded its research and development activities designed to produce a comprehensive, integrated system that will produce sound information for planning and administering vocational education programs in the State of Illinois.

Originally, nine components or subsystems were defined:

1. STUDENT SUPPLY COMPONENT

- Will collect course and program data on vocational students each semester;
- Will report student information back to each school;
- Will provide enrollment summaries and other student information to other parts of MIS like Follow-Up, Supply/Demand Interface, Three-Phase Evaluation;
- Will replace much work currently involved in reporting student enrollment data to the state; and
- Will speed the calculation of reimbursement.

2. MANPOWER DEMAND COMPONENT

- Will collect data on the job market and the demand for vocational trainees in certain occupations;
- Will report this data to local schools, regional planners, and DAVTE personnel; and
- Will provide this data to other parts of the MIS, such as Supply/Demand Interface.

3. SUPPLY/DEMAND INTERFACE COMPONENT

- Will receive data from the Student Supply Component and the Manpower Demand Component;
- Will project future completers of vocational programs at the district, county, regional and state levels for five years into the future;
- Will compare the supply of vocational program completers with the demand for their services in the labor market; and
- Will report this information to vocational planners and administrators at the school, county, regional and state levels.

4. COST COMPONENT

- Will collect data on all costs of vocational courses and programs, such as equipment, supplies, personnel, space and overhead costs;

- Will calculate the cost of running various vocational courses and programs throughout the state;

- Will report cost information to vocational planners and administrators at the district, county, regional and state levels.

5. THE FOLLOW-UP COMPONENT

- Will collect data on vocational program alumni/alumnae from the former students themselves and their employers;
- Will support current LEA follow-up efforts to eventually replace some, if not most, of their follow-up responsibilities;
- Will provide follow-up data to other parts of the MIS, such as Three-Phase Evaluation and Supply/Demand Interface; and
- Will report follow-up information to the LEA's and the state on an annual basis.

6. THE THREE-PHASE EVALUATION COMPONENT

- Will collect data from the vocational program approval and evaluation activities currently in use at DAVTE;
- Will draw data from other parts of the MIS to assist in such activities as the writing and approval of local district One- and Five-Year Plans, and the evaluation of local vocational courses and programs; and
- Is currently functioning within DAVTE at this time, but has not been integrated into the MIS.

7. TEACHER SUPPLY/DEMAND COMPONENT

- Will collect data on the availability of vocational teachers, according to their geographic location and areas of professional competence;
- Will collect data on demand for vocational teachers in new and expanding programs;
- Will compare supply with demand and report such information to teacher education institutions, and local and state education agencies; and
- Can assist in the preparation of teacher in-service programs.

8. PLACEMENT COMPONENT

- The details of this component have not been finalized as yet. However, it is intended that this component will develop information to assist school counselors in their guidance and placement responsibilities.

9. OCCUPATIONAL EDUCATION COORDINATING COUNCILS (OECC)

- The intent is to establish multi-county vocational planning and advisory councils to use the output of the MIS and coordinate vocational education placement and follow-up activities on a regional basis.

Components 1, 2, 3, and 6 were described in Illinois Multifarious, Student-Based Management-Oriented Information Project, which is Phase I for the purposes of this report.

The Phase II components described herein are 4 (Cost), 5 (Follow-up), and 7 (Teacher Supply/Demand). Also, in the conclusion, the entire system will be reviewed.

The components developed in Phase I produce most of the base files which were used in Phase II components. A list of these files will give a general idea of the data bases utilized for Phase II components; the descriptions of these files are in the Phase I report.

County Codefile - contains descriptive data for each Illinois county, including education and labor market data.

Attendance Center and Administrative Center Files - contain descriptive data for each school district, including location, type, reimbursement totals, enrollment totals, staff totals, program offerings, funding factors, etc.

Area Vocational Center File - contains similar data for multi-district area centers.

NonPublic Institution File - contains base data for proprietary schools, basically intended to accommodate supply/demand information.

Program and Course Files - contain descriptive and classification data of programs and courses within programs, including OE and other occupational codes, training levels, sequence required, reimbursement formulas, and labor market overrides.

Student Files - contain a total range of information for each student enrolled in approved courses/programs throughout the state, including identification number, name, birthdate, sex, grade level, attendance center, veteran status, enrollment records, declared program, handicapped and disadvantaged conditions, handicapped and disadvantaged services received, and completion and marketable skills data.

Teacher Files - contain information for each teacher and other professional staff, including social security number, name, sex, birthdate, type of certification, salary, employment data (months, extra load, etc.), years experience, degree(s) earned and where, current assignment(s) and related work experience.

Manpower Files - contain employment and projection information for state, substate regions and counties in Illinois.

Fiscal Files - contain financial information used by the system to compute funding and reimbursements according to formulas, course/program allocations, enrollments, manpower priorities, etc.

The broad range of information contained in these files provides ample input for structuring the Cost, Follow-Up and Teacher Supply/Demand components. A minimum of additional data collected will drive the components to produce a significant amount of additional planning and evaluation information. Therefore, these files already developed must be kept in mind as the following components are reviewed.

CHAPTER II: COST COMPONENT

The Cost Component subsystem of IOE/DAVTE's Management Information System has been developed to provide local school administrators with a powerful tool for analyzing the total cost of various educational programs being offered in their districts.

This subsystem is compatible with the Illinois program accounting manual and is also able to accept and utilize expenditure accounting data from non-program based systems in developing comparative program costs. The system is designed to collect costs for the various objects of expenditure such as salaries, benefits, purchased services, materials, etc. These costs are related to the function (activity) for which incurred, such as instruction or support services. A further breakdown of function (activity) identifies regular, special, adult/continuing education and vocational programs being carried out. Optionally, individual courses within programs may be identified and included in the costing procedure.

Recognizing that multiple attendance centers may be operating within a local school district, the system provides for the identification of a hierarchical structure of administrative centers controlling attendance centers offering programs composed of courses.

Appropriate allocation formulas and techniques have been developed to allow for distributing all administrative and indirect costs on an equitable basis to the various programs/courses being offered. The resulting reports aggregate costs by object of expenditure yet preserve the segregation of direct and indirect costs. These reports present total program/course costs. Utilizing the system, comparisons may be made across program lines such as: between vocational programs or between vocational and non-vocational programs.

Functions (See Appendix B)

The key element in the classification and collection of expenditure amounts is the function code.

Function means the action or purpose for which a person or thing is used or exists. Function includes the activities or actions which are performed to accomplish the objectives of the enterprise. The activities of a local school system are normally classified into six broad areas:

- Instruction
- Supporting Services
- Community Services
- Non-Programmed Changes
- Debt Service
- Provision for Contingencies

Instruction and Supporting Services are required for the cost system, while the other four may be included or excluded at the option of local school administrators. Functions may be subdivided if

necessary into categories of sub-activities that are combinable, comparable, relatable and mutually exclusive.

Object of Expenditure (See Appendix B)

The object classification of expenditure is a dimension used to identify the service or commodity obtained as a result of a specific payment. Eight object categories have been identified and can be utilized in the cost system. The eight objects are: Salaries, Employee Benefits, Purchased Services, Supplies and Materials, Capital Outlay, Others, Transfers, and Tuition. Definitions of these categories of expenditure are included in Appendix B. The following table presents a typical usage of these object codes.

Object	Usage
Salaries	Both Direct and Indirect Cost
Benefits	Both Direct and Indirect Cost
Purchased Services	Both Direct and Indirect Cost
Capital Outlay	Buildings Indirect only Equipment may be Direct or Indirect but is normally Indirect only
Others	Normally Indirect only
Transfers	Indirect only, and usually not included in cost
Tuition	Direct for specific programs

Cost Accounting Principles

The following paragraphs taken from the Illinois Program Accounting Manual for Local Education Agencies logically explain some of the principles of cost identification and accounting incorporated in the development of this Cost Component.

1. Elements of cost which can be easily identified with a specific activity are considered Direct Expenses (costs) for that activity. Costs not readily identifiable with any specific activity are considered Indirect Expenses for that activity.
2. Likewise, costs easily identified with a program or function are considered Direct Expenses (costs) for that program. Costs incurred for several different programs or costs not readily identifiable with any specific program are considered Indirect Expenses for that program.
3. All those activities associated with teacher-pupil interactions are considered to be "Instruction" and are Direct Services; Direct Expenses (costs) of Direct Services (Instruction) are recorded under "Instruction" and Direct Expenses for Indirect Services to "Instruction" are recorded under Supporting Services or Community Services or Non-Programmed Charges as applicable.

4. Direct costs of a program may or may not be recorded under Instruction. The determining factor is whether or not the program is part of or associated with the instructional process, i.e., the staff involved are teaching pupils. If the program is associated with "Instruction" (Title I, Reading, for example) the Direct Expenses are recorded under the program, and then, under "Instruction." If, however, the program is not directly associated with "Instruction" (Title I, School Lunch Program), Direct Expenses are recorded under that program - School Lunch - and "Supporting Services;" and Indirect Expenses are reported under "Supporting Services."
5. Each function is a separate center for accumulating costs. This indicates that objects of expenditures are made for each function. For example, an expenditure for the object "Salaries" might possibly be made for all functional activities.

Indirect Cost Calculation

Although administrative and other overhead costs represent a substantial portion of a local school district's budget, their impact on the instructional programs of a school are very often not considered. In order to reflect the total cost of a particular instructional program, allocation formulas have been developed to prorate indirect costs. Two levels of indirect cost are recognized: one to account for districts operating an administrative center separate from attendance centers, and another for those districts where the administrative district functions are not physically separate.

Administrative Centers

Costs of operating an administrative center are incurred for the benefit of all attendance centers and pupils within a school district. In order to equitably spread this administrative cost, a per-pupil burden rate is developed in the cost system. This rate is calculated by dividing total administrative center costs by the number of pupils in the district. Each attendance center then shares its proportional part of administrative center costs by multiplying attendance center enrollment times the per-pupil burden rate. Since the total of attendance center enrollments will equal district enrollment, all costs of the administrative center will be allocated.

Attendance Centers

Administrative and overhead costs at an attendance center are allocated to all instructional programs conducted at the attendance center. Indirect costs of the attendance center plus any allocated costs from an administrative center are totaled. This figure is divided by the number of course sections conducted at the attendance center to arrive at a per-section burden rate for the attendance center. This burden rate is multiplied times the number of program or program/course sections reported on the direct cost form to develop the amount of indirect cost allocated.

Depreciation

Buildings, machinery, furniture and other equipment which a local school district expects to use over a period of time and which are not used up or consumed by their use are considered fixed assets. Usually a significant dollar investment is necessary to acquire these assets. Since these assets will be used over a period of time, the cost of acquiring the assets can be logically expensed over the expected useful life of the asset. Depreciating these assets allows a school district to account for the loss in value or service life of the asset because of wear and tear through use, elapse of time, inadequacy or obsolescence.

The cost system assumes a straight-line method of depreciation and allows the district to select the appropriate number of years over which to charge off the assets. Additionally, a district may elect to enter the amount of depreciation directly on the various cost input forms.

Finally, fixed assets depreciation may be treated as an indirect cost item benefiting the entire district or, if it can be identified with a particular program, may be treated as a direct cost.

Collection Cards

The instruments and procedures used to collect cost data from LEA's are detailed in Appendix A. These have been field-tested in five of the ten participating districts. Additionally, Robert Davis Associates used the Cost Component Subsystem to perform a cost-differential activity designed to analyze relative costs of operating Work Experience Career Exploration Programs (WECEP) for potential school dropouts. In both cases, the Cost Component functioned satisfactorily. Again, due to the modifications that would have been required for inputting file data from the MIS, cross-component linkages were not tested.

Procedural Flow

DAVTE selects parameters for conducting a cost analysis and accesses various demographic, student, program and labor market files in the MIS to prepare the Cost Collection Report forms for the districts so reported.

A Program/Course Cost Collection Report and the Cost Collection Instruments are forwarded to the districts for completion. The instruments enable the LEA to select from a variety of options how its costs will be allocated and analyzed. Direct cost rates are applied to the program/course report.

The completed forms are returned to DAVTE for key-punch; a cost file is built; and an audit/error list is produced and returned to the LEA for final checking (if necessary).

The indirect cost rates are computed and added to the direct costs reported for each program/ course. These costs are then divided by enrollments and/or other categories to produce a cost differential analysis report for the LEA.

Individual LEA data are aggregated to produce cost differential comparisons for districts, counties,

labor market regions and statewide in terms of relative program and/or course costs.

The experience gained from the field-test indicates that the Cost Component benefits primarily DAVTE in terms of aggregated analyses. Most local districts can compute relative program/course costs, although we found a wide range of response capabilities. Also, depending upon how recently a program was implemented, length of teacher service, cost of equipment, etc., we found wide ranges of costs for "identical" courses and programs. Both longitudinal and aggregated data will serve to establish more valid cost information.

Documentation

Appendix C contains the technical documentation for this component, including file and transaction layouts, and program specifications.

CHAPTER III: FOLLOW-UP COMPONENT

Educators have long recognized the value of utilizing former students in identifying the strengths and weaknesses of educational programs. Vocational education administrators at the local and state level in Illinois have employed various approaches and degrees of automation in performing follow-up studies. The conceptualization and subsequent development of a Management Information System for vocational education in Illinois provides a base of student information that lends itself to the creation of an automated follow-up system. The follow-up system presented herein creates a unified approach to satisfying the requirements of local schools and the state agency for follow-up information.

The conceptual elements incorporated into the general system design include the following:

1. The computerized routines for processing the follow-up survey data must provide for automated analysis and aggregation at various state, regional, county and school district levels.
2. The process of selecting individuals for the follow-up should be automated to utilize program complete data contained in the student supply/demand component of the MIS. Both random and full population samples should be possible.
3. Multiple period follow-ups must be available to broaden the impact of the data collected and analyzed.
4. The data base of the follow-up system must include historical information supportive of requirements one, two and three.
5. To the extent possible, the instrument used must be inclusive of both state and local needs.
6. Processing frequencies and outputs must be supportive of federal requirements.
7. DAVTE's three phase evaluation program requirements for student follow-up data must be addressed.
8. The system developed must be flexible enough to allow the introduction of post-secondary student data to broaden the impact of the accumulated information.

The follow-up system is directly tied in with the student supply/ demand data base of the MIS through the Student Master File. This file is the primary source of data for creating the data base of the follow-up system.

The Student History File is the primary file in the follow-up system data base. This file contains a record for each student who enrolled in vocational education courses through the MIS and who completed a vocational program or left school with marketable skills. If necessary, this file could be expanded to include all students. Each follow-up cycle will

generate additional files containing detailed and summarized survey response data for former students and their employers.

The Follow-Up System can be utilized to perform surveys on a wide range of frequencies and population characteristics. It is envisioned that each former student will be followed on a multi-year basis to track his/her employment experience and the relationship to vocational training received. Selection and summarization options include:

1. All students from a selected year.
2. Every nth student from a selected year.
3. Students from selected regions.
4. Students from selected counties.
5. Students from selected districts.
6. Students taking selected programs.
7. Combinations of geographical areas and programs.
8. Exclusion of prior survey non-responsive students.
9. Employer responses statewide.
10. Employer responses for selected geographic areas.
11. Employer responses for selected programs.
12. Progressive year comparisons of occupation and training.

Instruments

Based on a previous DAVTE research project on follow-up surveys conducted by Eastern Illinois University as reported in If I Tell You, Will You Listen? interviews with individuals concerned with follow-up data, and a review of sample follow-up instruments by key staff in DAVTE and by the Consortium of Vocational Educators and Employers, the current follow-up instruments strike the balance between simplicity and utility. (See Appendix D.)

The student and employer instruments ask a minimum of questions and provide a list of possible responses for most questions. Although the formats are predesigned and automatically processed prior to mailing, each LEA has the option of adding two questions to the student forms sent to its follow-up population.

STUDENT SURVEY QUESTIONS

- A. Which of the following choices best describe what you are doing now?
- 1) Employed full time (more than 35 hrs./week)
 - 2) Employed part time (less than 36 hrs./week)
 - 3) Full-time student
 - 4) Employed and going to school
 - 5) Unemployed
 - 6) Military service
- B. If you are going to school, which of the following best describes your reason for doing so?
- 1) I could not find a job related to my vocational training
 - 2) I did not feel qualified for a job in my field
 - 3) I always intended to continue my education
 - 4) I became interested in a different area of work
 - 5) Other reasons
- C. How well did the vocational training you received at your school prepare you for employment?
- 1) Good for job skills, work habits and attitude
 - 2) Good for job skills only
 - 3) Good for work habits and attitude only
 - 4) Little help in both areas
 - 5) No help
- D. How would you improve the vocational training you received?
- 1) More emphasis on developing job skills
 - 2) More time in developing good work habits and attitudes
 - 3) More emphasis on real job conditions
 - 4) More placement assistance in getting a job
 - 5) More counseling assistance in selecting a vocational program
- E. Why did you enroll in the vocational program(s) you took in high school?
- 1) I was interested in this type of work
 - 2) This program was closest to the training I wanted
 - 3) My friends/parents recommended it
 - 4) My school counselors recommended it
 - 5) Other reasons
- F. What kind of additional education or training have you had or are you now receiving since high school?
- 1) Community or junior college
 - 2) Four year college/university
 - 3) Trade/technical/business school
 - 4) Apprenticeship or employer-sponsored training program
 - 5) None
- G. If you are employed, which of the following broad occupational areas does your job fall within?
- 1) Agricultural
 - 2) Marketing
 - 3) Office Occupations
 - 4) Data Processing
 - 5) Accounting
 - 6) Health
 - 7) Manufacturing
 - 8) Construction
 - 9) Service or Repairs
 - 10) Barber or Cosmetology
 - 11) Hotel or Tourism
 - 12) Food Service
 - 13) Others
- H. Which of the following factors was most important to you in getting a job?
- 1) Job skills received in the high school training program
 - 2) Work habits and attitudes developed in the training program
 - 3) Recommendations or assistance from others
 - 4) Previous work experience
 - 5) None of the above

I. How would you rate your personal satisfaction with your present job?

- 1) Very high
- 2) Above average
- 3) Average
- 4) Below average
- 5) Very low

EMPLOYER SURVEY QUESTIONS

A. In which of the following broad occupational areas does the above named employee's job fall?

- 1) Agricultural
- 2) Marketing
- 3) Office Occupations
- 4) Data Processing
- 5) Accounting
- 6) Health Services
- 7) Manufacturing
- 8) Construction
- 9) Services or Repair
- 10) Barbering or Cosmetology
- 11) Hotel or Tourism, Housekeeping
- 12) Food Service
- 13) Others

B. Please rate the above named employee's training and preparation for employment in each of the following areas. The choices are:

- 1) Well prepared
 - 2) Prepared
 - 3) Somewhat prepared
 - 4) Poorly prepared
 - 5) Not applicable
1. Job know-how, application of technical knowledge and skill
 2. Use of tools and equipment
 3. Quality of work (e.g. ability to meet quality demands)
 4. Quantity of work (e.g. output of satisfactory amount)
 5. Cooperativeness (e.g. ability to work with others)
 6. Recognition of authority (e.g. accepts advice and supervision)
 7. Dependability, attendance and punctuality
 8. Initiative, completes assignments with minimum of supervision
 9. Appearance, presenting a positive image
 10. Safety habits, minimizing chance for accidents

C. How would you rate the overall preparation (training) of the employee named above for the kind of job held? Select one.

- 1) Exceptionally able
- 2) Well suited
- 3) Acceptable
- 4) Poorly prepared
- 5) Not at all suitable

D. Below is a list of personal qualities and job skills. Please rate the importance of each for a person entering the job held by the employee named above.

- Choices: 1) Very important
2) Important
3) Unimportant
4) Not applicable

1. Competency in using job tools, machines and materials
2. Accuracy, quality and thoroughness
3. Ability to meet quantity demands
4. Judgment - ability to make decisions, plan, organize
5. Ability to get along with others
6. Initiative, does jobs that need doing
7. Positive attitude towards work
8. Appearance and grooming
9. Dependability, attendance and punctuality
10. Technical job know-how

Procedural Flow

A detailed flow description is included in Appendix E, but some features of the component flow are worthy of emphasis:

The base files are created from files already existing in DAVTE's MIS.

Addresses are obtained through a search of the driver's license files maintained by the Illinois Secretary of State. Where addresses are not available, separate listings are returned to each LEA for completing. These are returned to DAVTE for automating and processing.

Mailings can be performed by DAVTE on a statewide basis, or by each LEA. This applies also for receiving completed questionnaires.

Selection parameters related to geographic, program and individual respondent characteristics can be applied to select the follow-up population in advance of the survey or to analyze data upon completion of a universal survey.

Maximum processing efficiency is achieved by utilizing automated processing of a tear-out mailer package which includes the instrument and a pre-paid return mailer.

"Reminder" mailings to non-respondents can be produced through automated processing, and listings of non-respondents are produced for LEA action.

Individual history files are built and maintained for further longitudinal studies.

Labor market program information can be analyzed and stored for longitudinal studies.

Documentation

The Follow-Up Component documentation is included in Appendix F. The programming has been completed and debugged with test data, but not with live data from the ten test schools because of programming modifications to the total system which would be required before test data could be processed and files created for follow-up processing.

CHAPTER IV: TEACHER SUPPLY/DEMAND COMPONENT

The teacher component of the management information system (MIS) is designed to store data relating to (1) teachers, counselors and administrators in vocational education and (2) students enrolled in and graduated from Illinois vocational education teacher training programs. The teacher component of the MIS obtains these data by means of periodic surveys of all school districts in the state and of the universities conducting teaching training programs. Data are also obtained by means of a periodic survey of past graduates of teacher training programs. This section briefly describes each of these information files.

The Personnel File

The personnel file is created and updated on a yearly basis by gathering information from five sources: (1) the teacher service record which is prepared annually by the Illinois Office of Education, (2) the course/section header cards that are generated each term by local education agencies (LEA) for the Illinois Office of Education, (3) a personnel information form that is completed by each new vocational education teacher and/or administrator (See Appendix G - Form A), (4) an update version of the personnel form that is completed annually by all vocational staff that have acquired an additional educational degree and/or additional work experience (See Appendix G - Form B), (5) and a listing of vocational personnel by attendance center that is used to identify persons who are no longer working in vocational education, and to allocate the percent of time a person devotes to vocational education teaching and/or administration.

The personnel file contains a separate record for each vocational education teacher and administrator in Illinois. The record is designed to store the following information:

1. Name and Social Security Number.
2. School District and Attendance Center Number where the person is teaching and/or administering in a reimbursed vocational education program.
3. Personal data: date of birth, marital status, sex, and annual salary.
4. Data dealing with the individual's professional qualifications.
 - 4.1. License, College or University Degree(s).
 - 4.1.1. Does the person have a professional/occupational license?
 - 4.1.1.1 Year conferred
 - 4.1.1.2 Main area of educational concentration when obtaining the license.

- 4.1.2. Does the person have an associate degree?

- 4.1.2.1 Date associate degree received.

- 4.1.2.2 Main area of educational concentration when obtaining the associate degree.

- 4.1.3 Does the person have a bachelor's degree?

- 4.1.3.1 Date bachelor's degree received.

- 4.1.3.2 Institution granting the bachelor's degree.

- 4.1.3.3 Main area of educational concentration when obtaining the bachelor's degree.

4.2. Certification

- 4.2.1. Is the person certified?

- 4.2.2. Type(s) of certificate(s).

- 4.2.3. Years/hours of occupational experience appropriate for meeting certification requirements.

- 4.2.4. Area of occupational experience appropriate for meeting certification requirements.

- 4.3. Teaching Experience: The years of teaching experience the person possesses.

- 4.3.1. Teaching experience within the school district.

- 4.3.2. Teaching experience within the State of Illinois.

- 4.3.3. Teaching experience outside the State of Illinois.

- 4.3.4. School year the person first held a full-time teaching and/or administrative position.

5. Data dealing with the person's present employment at the attendance center.

- 5.1. Type of position held at the attendance center.

- 5.1.1. Is the position in teaching and/or administration?

- 5.1.2. Grade level(s) at which the teacher or administrator works.
- 5.2. Percent of time the person is employed by the attendance center during the year.
 - 5.2.1. Percent of time employed during the summer term.
 - 5.2.2. Percent of time employed during the fall term.
 - 5.2.3. Percent of time employed during the spring term.
- 5.3. Duties and allocation of time during each term.
 - 5.3.1. Amount of employment time devoted to working in non-vocational education during each term.
 - 5.3.2. Amount of employment time devoted to working in vocational education during each term.
 - 5.3.2.1 Teaching and/or
 - 5.3.2.2 Administration: director, supervisor, guidance, other.
- 5.4. Main teaching assignment or program area.
- 6. Data dealing with new vocational education personnel.

What the person was doing prior to taking a position with the school district in vocational education.
- 7. Data dealing with courses taught in vocational education.
 - 7.1. Specific course(s) taught in vocational education for the past two years.
 - 7.2. Number of students enrolled in each course.
- 8. Data dealing with personnel that do not continue teaching and/or administering in a program(s) in vocational education.

Why the person discontinued teaching and/or administering in a vocational education program(s) in the school district.
- 9. Data dealing with the extent of in-service activities.

Because the data for the records are gathered at different time periods during the year, there will be portions of the records that might not be complete at a specific point in time.

Graduates of Teacher Training Programs File

The teacher component of the MIS system is designed to gather data pertaining to graduates of teacher training programs in the State of Illinois. The data are obtained from: (1) a survey of the teacher training institutions; and (2) a survey of the graduates of those institutions.

The survey of the teacher training institutions provides information regarding the number of graduates by academic department within the university, the institution's estimate of the type of activity in which the previous year's graduates were engaged at the time of the survey, anticipated new programs that the department plans to offer in vocational education, and areas of emphasis within the department. The survey of the universities also generates a list of the last year's graduates and this list provides the basis of a mail survey of graduates.

The survey of the graduates of teacher training institutions provides information regarding the graduates' employment status. Specific breakdowns are given for the following categories:

1. Teaching vocational education in an Illinois public school
2. Teaching non-vocational education in an Illinois public school
3. Employed in business, industry or government
4. Attending college
5. Employed in an out-of-state school
6. Unemployed but seeking work
7. Unemployed but not seeking work

The survey of graduates also provides information regarding what each graduate would like to be doing in the coming year and what each graduate expects his/her employment status to be in the coming year. This information makes it possible to identify persons who are currently teaching but plan to change occupations and persons not teaching who are trying to find a teaching position.

Files in Other Parts of the MIS and Elsewhere

The teacher component of the MIS system is designed to utilize several files maintained in other parts of the MIS and elsewhere. One such file is the potential demand for vocational education graduates which is part of the student file of the MIS. Another file that is assessed is the "501 Report" which is developed by the Illinois Department of Adult, Vocational and Technical Education on the basis of reports filed by local schools. The "501 Report" contains the schools' reported number of teachers and full-time equivalent teachers. When the MIS system has been adopted on a statewide basis, the MIS will generate the "501 Report" and consequently, there will be no separate "501 Report" file to be accessed by the teacher component. However, during the interim period, the "501 Report" can provide data for schools not yet covered by the MIS.

Another data file that can be accessed through the teacher component of the MIS is the file on projected population by age. This data file is produced and maintained by the Illinois Governor's Office of Manpower and Human Development. The data are used by the teacher component to project future teacher demand.

Key Ratios Generated by the MIS

The teacher component of the MIS also includes the historical values of a number of key ratios used in analyzing the demand for and supply of teachers. The ratios are calculated each year and then stored in the key ratio file for a period of five years. The ratios that are contained in the file are:

1. The student/teacher ratio for the state as a whole, for each county, for each major area of vocational education, and for secondary and adult education.
2. The ratio of vocational education enrollment to total enrollment for the state as a whole, for each region, for each major area of vocational education, and for secondary and adult education.
3. The ratio of vocational education enrollment to the age-eligible population for the state as a whole, for each region, for each major area of vocational education, and for secondary and post-secondary education.

At the present times these ratios are stored in hard copy form only.

Basic Reports Generated by the Teacher Component

The teacher component was designed to generate five basic reports for use by the Illinois Office of Education and by the local schools that participate in the MIS system. The reports are:

1. The VE 502 Report
2. The Projected Demand for Vocational Education Personnel
3. Enrollment in Vocational Education
4. Graduates in Vocational Education
5. Personnel List

Each of these is briefly described in this section.

Report Form VE 502

Table 1 presents a sample of the VE 502 (OE 346-2) Form which must be completed annually by each administrative center and by DAVTE. Most of the data required to complete this form are available in the Teacher File. Since the data are available by individual teachers, it will be possible to complete a form such as this for each attendance center, district, county, region, and the state as a whole.

In addition to the data as called for on the VE 502 Form, the system will have the capability to generate FTE's for the administrative personnel in addition to the category, Full Time/Part Time.

Actual and Projected Demand for Vocational Education Personnel Preparation and Development

A major task of the management information system is to adequately project the need for vocational education personnel. In the process of developing the projection system, the demand component and supply components are developed separately. The demand projections are then reported in the form in Table 2.

Projection of State's Enrollment in Vocational Education Personnel Preparation and Development

Table 3 indicates the format for the projection of enrollment in vocational teacher programs. These data are collected annually by means of the Institutional Survey Form (See Appendix G - Form C). This form surveys the teacher training institutions and asks them to predict the expected number of graduates in their programs for the next five years. This projection is then used to estimate enrollment. Thus, the Institutional Survey Form provides the data necessary to complete the pre-service section of the Table 3. The in-service section will be calculated from information also provided in reports from the teacher training institutions and from information supplied to the MIS on annual update forms.

Number of Degrees Awarded by Service Areas

The Institutional Survey Form, in addition to providing the number of expected graduates, also indicates the number of graduates completing a program during the current fiscal year. This will provide the information necessary to estimate the quantity of new graduates being supplied. Table 4 indicates the format in which the MIS presents this information.

Reports on the Status of Vocational Education Graduates

By tabulating the responses to the Graduate Survey Form (See Appendix G - Form D), the MIS can compile a report for each of the departments at each institution. This report (Table 5) for a particular department, such as agriculture, would indicate the number of graduates for the previous years and would indicate for the department the current employment status of the graduates: (employed, unemployed, employed in vocational education, etc.). The MIS can also report the geographical location and the current address of each graduate (Table 6). These data will provide the institutions with a clear and concise picture of the status of their graduates from the preceding year.

¹The estimation procedure consists of summing the projected number of graduates for each of the future years in which currently enrolled students are expected to graduate.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE		READ	FORM APPROVED	
OFFICE OF EDUCATION		INSTRUCTIONS	D.H.B. NO. 51-R1034	
WASHINGTON, D.C. 20202		ON REVERSE	STATE DUTYING AREA	DATE PREPARED
NUMBER OF TEACHERS, STATUS OF TEACHER TRAINING, AND LOCAL ADMINISTRATIVE STAFF IN VOCATIONAL EDUCATION		BEFORE		
TOTAL IN STATE		COMPLETING		
TERM - FALL		THIS FORM	FISCAL YEAR ENDING	REPORT DUE
(VOCATIONAL EDUCATION AMENDMENTS OF 1968, PUBLIC LAW 90-576)			JUNE 30, 19	OCTOBER 1, 19

SECTION I- NUMBER OF TEACHERS BY VOCATIONAL ASSIGNMENT REPORTED AS FULL-TIME EQUIVALENTS AND STATUS OF TEACHER TRAINING										
VOCATIONAL PROGRAMS	TOTAL UNDUPLICATED	NUMBER OF TEACHERS				NUMBER OF ENROLLEES IN TEACHER TRAINING				NUMBER COMPLETING STATE PLAN REQUIRE.
		SECONDARY	POST-SEC.	ADULT		PRESERVICE		INSERVICE		
		F.T.E.	F.T.E.	FULL-TIME	PART-TIME	PRESERVICE	INSERVICE	PRESERVICE	INSERVICE	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	
TOTAL UNDUPLICATED										
1- GENERAL										
2- AGRICULTURE										
3- DISTRIBUTION										
4- HEALTH										
5- CONSUMER AND HOMEMAKING										
6- OCCUPATIONAL PREPARATION IN HOME ECONOMICS										
7- OFFICE										
8- TECHNICAL										
9- TRADES AND INDUSTRY										
10- GROUP GUIDANCE (PREVOCAT)										
11- PRE-POSTSECONDARY										
12- REMEDIAL										
13- COOPERATIVE, PART G										
14- DISADVANTAGED										
15- HANDICAPPED										
16- EXEMPLARY, PART D										
17- OTHER (SPECIFY)										

SECTION II. LOCAL ADMINISTRATIVE PERSONNEL							
PERSONNEL	TOTAL UNDUPLICATED	SECONDARY		POST-SECONDARY		ADULT	
		FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
	(B)	(C)	(D)	(E)	(F)	(G)	(H)
1- TOTAL, UNDUPLICATED							
2- DIRECTOR							
3- SUPERVISOR							
4- GUIDANCE							
5- OTHER							

OE FORM 346-2, 7/75 REPLACES OE FORM 346-2, 4/74, WHICH IS OBSOLETE
TABLE 1

TABLE 3
PROJECTION OF STATE'S ENROLLMENTS
IN VOCATIONAL EDUCATION PERSONNEL PREPARATION AND DEVELOPMENT

Vocational Programs Specified by O.E. Code 1/	Pre-Service 2/			In-Service 3/		
	1973	1974	1978	1973	1974	1978
Grand Total-unduplicated	5,623	3,512	3,630	2,606	3,152	4,560
01. Agriculture	316	330	350	710	720	800
04. Dist. Education	60	62	75	70	75	85
07. Health	52	60	80	80	80	300
09.01 Comp. Homemaking	668	660	500	450	450	600
09.02 Voc. Homemaking	0	40	100	200	250	375
14. Office Occupations	1,140	1,130	1,000	290	300	390
16. Technical	24	35	55	85	110	225
17. Trades/Industry	722	735	815	200	200	250
99. Other	NA	NA	NA	NA	NA	NA
Ancillary	xxx	xxx	xxx	xxx	xxx	xxx
Administration	80	100	100	150	200	500
Guidance & Counseling	236	240	300	50	175	300
Para-Professional	NA	NA	NA	200	250	500
Programs/Purposes 4/ Duplicated	xxx	xxx	xxx	xxx	xxx	xxx
Cooperative - Part G	25	70	195	67	96	120
Disadvantaged	NA	NA	NA	30	200	65
Handicapped	40	50	60	24	46	50
Remedial	NA	NA	NA	NA	NA	NA
Exemplary	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA

- 1/ Includes personnel by major and/or minor teaching area as applicable.
- 2/ Pre-service refers to persons involved in initial vocational preparation who have not entered upon the vocational education activities for which they are preparing. Figures do not agree with Table 8 because they include both juniors and seniors.
- 3/ In-service refers to persons under contract for employment in a vocational education activity. Data represents the number of persons involved in in-service activities under contract with DVTE.
- 4/ Includes personnel whose major or minor emphasis is not identifiable by O.E. Code.

TABLE 4
NUMBER OF DEGREES AWARDED BY SERVICE AREAS
(A Sample of a Portion of the Table)

SERVICE AREAS	Chicago State University				Eastern Illinois University				Illinois State University				Northern Illinois University			
	B	M	S	D	B	M	S	D	B	M	S	D	B	M	S	D
Applied Biological and Agricultural Occupations									52							
Business, Marketing and Management Occupations	95	30			82	21			90	16			90	28	6	12
Health Occupations																
Industrial Oriented Occupations	65	31			71	18			84	32			43	24	6	
Personal and Public Service Occupations*	40				71	20			70	12			43	21		
Counseling		68			62	5			65				20	6	6	
Administration						14			35	3	8		15	5		
Elementary	479	10	1		369	69			573				1050	95		3

*Home Economics Education graduates are included in this figure.

B - Baccalaureate
M - Masters
S - Special
D - Doctorate

Note: The MIS will report the same data for each teacher training institution in the state including the four cited above.

STATUS

*IL VOC ED*IL NON-IL *NON-IL *NON-IL *IL NON-IL *NON-IL *BUSINESS*FULL-TIME*UNEMPLOY*UNEMPLOY *UNEMPLOYED *

*TEACHER *VOC ED *VOC ED *NON-VOCED*TEACHER*NON-TEACH*INDUSTRY*COLLEGE *TEACHER *NON-TEACH*NOT SEEKING*

* *TEACHER*TEACHER*TEACHER *IN ED *IN ED *OUR GOV *STUDENT * * *WORK *

PROGRAM= HOME ECONOMICS

EMPLOY PREF UPON GRAD ^{ns}	13	3	1	0	0	0	2	0	2	0	2	0	0
PERCENTAGE	61.9	14.3	4.8	.0	.0	.0	9.5	.0	9.5	.0	.0	.0	.0
CURRENT EMPLOY STAT	12	6	0	0	0	0	2	1	0	0	0	0	0
PERCENTAGE	57.1	28.6	.0	.0	.0	.0	9.5	4.8	.0	.0	.0	.0	.0
EXPECTED STAT NEXT YR	11	5	0	0	0	0	3	0	1	0	0	1	1
PERCENTAGE	52.4	23.8	.0	.0	.0	.0	14.3	.0	4.8	.0	.0	4.8	4.8
DESIRED STAT NEXT YR	13	5	1	0	0	0	1	0	0	0	0	1	1
PERCENTAGE	61.9	23.8	4.8	.0	.0	.0	4.8	.0	.0	.0	.0	4.8	4.8

TABLE 5

SUMMARY OF 1975 GRADUATES BY DEPARTMENT BY ZIP CODE FOR CHICAGO STATE

DEPARTMENT= BUSINESS EDUCATION

	ZIP-CODE AREA= 600-603			ZIP-CODE AREA= 604-605			ZIP-CODE AREA= 606			ZIP-CODE AREA= 609			ZIP-CODE AREA= 610-611			ZIP-CODE AREA= 612		
TOTAL NUMBER GRADS	*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*		
IN ZIP-CODE AREA	*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*		
	5			9			3			1			2			1		
STATUS	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT
NUMBER	3	2	0	8	1	0	2	0	1	1	0	0	2	0	0	1	0	0
PERCENTAGE	60.0*	40.0*	.0	88.9*	11.1*	.0	66.7*	.0*	33.3*	100.0*	.0*	.0	100.0*	.0*	.0	100.0*	.0*	.0

	ZIP-CODE AREA= 613			ZIP-CODE AREA= 614			ZIP-CODE AREA= 615-616			ZIP-CODE AREA= 617			ZIP-CODE AREA= 618-619			ZIP-CODE AREA= 620-622		
TOTAL NUMBER GRADS	*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*		
IN ZIP-CODE AREA	*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*		
	2			0			4			7			0			1		
STATUS	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT
NUMBER	1	1	0	0	0	0	3	0	1	4	1	2	0	0	0	1	0	0
PERCENTAGE	50.0*	50.0*	.0	.0*	.0*	.0	75.0*	.0*	25.0*	57.1*	14.3*	28.6*	.0*	.0*	.0	100.0*	.0*	.0

	ZIP-CODE AREA= 623			ZIP-CODE AREA= 624			ZIP-CODE AREA= 625-627			ZIP-CODE AREA= 628			ZIP-CODE AREA= 629			ZIP-CODE AREA= ALL		
TOTAL NUMBER GRADS	*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*			*TOTAL NUMBER GRADS*		
IN ZIP-CODE AREA	*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*			*IN ZIP-CODE AREA*		
	0			0			3			0			0			38		
STATUS	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT	VT	OT	NT
NUMBER	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	29	5	4
PERCENTAGE	.0*	.0*	.0	.0*	.0*	.0	100.0*	.0*	.0	.0*	.0*	.0	.0*	.0*	.0	76.3*	13.2*	10.5*

TABLE 6

In addition to the specific information regarding each of the graduates, the MIS produces a summary table to be included in this report. The summary table summarizes the status of graduates by institutions and provides all institutions graduating agricultural majors with information regarding the employment status of the majors from the other institutions. This form is available for each of the major areas of vocational education training programs.

Personnel List

The Personnel List (Tables 7, 8, 9) is designed to allow the local data coordinator (LDC) to identify each attendance center's vocational education personnel who have a record in the MIS. The LDC will add to the list personnel that were not included by DAVTE; delete from the list personnel that are no longer working in vocational education and indicate the reason each deletion terminated his or her teaching and/or administrative work in vocational education; and allocate the person's responsibilities between non-vocational and vocational education.

When completed, the personnel list will provide DAVTE, the school district and the attendance center with an updated list of vocational personnel and a summary of the allocation of their employment time.

These are the major reports and forms to be compiled using the teacher component of the supply and demand model. In addition to these specific reports, the program and system have sufficient flexibility to be able to generate reports on student/teacher ratios, the trends in students in various programs, the trend in the utilization of guidance personnel, and so on. It must be remembered that each of these reports can be generated at any level of aggregation beginning with the individual attendance center and culminating with the state as a whole.

Additional Administrative Capabilities of the Teacher Component of the MIS

The teacher component of the MIS has three additional administrative capabilities that should be of interest to vocational education administrators. These are discussed below.

Tabulations of Personnel with Particular Characteristics

The system has been designed to provide upon request lists of vocational education personnel with specific characteristics. For example, the system can provide a list of all vocational agriculture teachers in the state, or a list of all vocational agriculture teachers in a particular region of the state, or a list of all vocational agricultural teachers over the age of 55, or a list

²The MIS also produces a listing of personnel whose specific attendance center is not known. This "Personnel Location Unknown" list is sent to the administrative center data coordinator who supplies the missing information.

of all vocational agriculture teachers who have not taken any in-service courses during the past year. The system can produce a tabulation of personnel with any combination of characteristics listed in the personnel file description.

Individual Personnel Records

The teacher component of the MIS contains detailed information on each teacher in each school district participating in the MIS. Consequently, local school administrators can obtain hard copy print-outs from the file for any or all of the teachers under that administrator's supervision. A sample hard copy print-out is presented in Table 10.

Mailing Lists

One of the major reasons that vocational education administrators may have for requesting a particular tabulation is to obtain a mailing list. For example, an administrator may wish to survey all persons teaching auto mechanics and auto body courses in the state. Or a university may wish to make all home economics teachers in the greater Chicago area aware of an in-service education offering. Or a vocational placement person may wish to alert all teachers of electronics courses of feedback received from employers of electronics graduates. In most of these cases, the vocational administrator could obtain printed mailing labels from the teacher component of the MIS.

The teacher component of the MIS system has a number of analytical capabilities which vocational educators can utilize to spot potential problems and identify opportunities for new and improved services. This section briefly discusses some of these uses of the MIS system.

Local School Districts

Well-managed local school districts can call upon the teacher component of the MIS for statistics comparing the local district with other districts in the state. Such data can be used to evaluate the performance of the local district, and, in many cases, such data could be used by the local vocational education administrator to justify budget requests submitted to the local school board and to the Illinois Office of Education.

One example of such comparative data is the ratio of students per teacher. This ratio is developed for every school district participating in the MIS and the average ratio for each of the regions in the state. As a result, a vocational administrator could compare the student/teacher ratio for the school's office occupations program with the student/teacher ratio for office programs of similar schools in the state, or with the student/teacher ratio for all schools in the state, or with the student/teacher ratio for all schools in the region. If the local school's student/teacher ratio is much larger than the ratio for comparable schools, then the local administrator may have a strong case for hiring an additional teacher(s) in order to bring down the average class size.

Another example of such comparative data is the ratio of enrollment in a particular vocational education program area to total school enrollment. A

ILLINOIS OFFICE OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION

FALL TERM

LOCAL DATA COORDINATOR - 217/782/0733

SUPERINTENDENT - 217/782/0736

* PLEASE USE A BALLPOINT PEN WHEN COMPLETING THIS FORM *

OUR RECORDS INDICATE THAT THE FOLLOWING PERSONNEL ARE CURRENTLY PROVIDING INSTRUCTION IN A VOCATIONAL EDUCATION PROGRAM(S) AT THIS ATTENDANCE CENTER. TO ASSIST US IN UP-DATING OUR RECORDS, PLEASE COMPLETE THE FOLLOWING - - -

- (1) CHECK THE INDIVIDUALS NAME AND SOCIAL SECURITY NUMBER FOR ACCURACY. CORRECT ANY ERRORS BY DRAWING A SINGLE HORIZONTAL LINE THROUGH THE INCORRECT INFORMATION, AND PLACE THE CORRECT INFORMATION DIRECTLY ABOVE THE ERROR.
- (2) FOR THE PRESENT TERM, INDICATE IN COLUMN 2 THE TOTAL NUMBER OF WEEKS AND THE TOTAL PERCENT OF TIME THE INDIVIDUAL IS EMPLOYED BY THIS SCHOOL DISTRICT. BASED ON THE PERCENT OF TIME THAT THE INDIVIDUAL IS EMPLOYED, ALLOCATE THAT PERCENTAGE FIGURE BETWEEN THE NON-VOCATIONAL AND VOCATIONAL EDUCATION AREAS LISTED IN COLUMNS 3 AND 4. IF THE INDIVIDUAL DOES NOT SPEND TIME IN AN AREA, LEAVE THAT AREA BLANK. THE SUM OF THE NON-VOCATIONAL AND VOCATIONAL AREAS (COLUMNS 3 + 4) MUST BE EQUAL TO THE PERCENT OF TIME EMPLOYED BY THIS SCHOOL DISTRICT (COLUMN 2). FOR A LISTING OF VOCATIONAL COURSES, SEE THE TEACHER REPORT.

(1)	(2)	(3)	(4)	PERCENT VOCATIONAL					
				TEACHING	DIRECTOR	SUPERVISOR	GUIDANCE	OTHER	
NAME	SOCIAL SECURITY NUMBER	TOTAL TIME EMPLOYED	PERCENT NON-VOCATIONAL	0/0	0/0	0/0	0/0	0/0	0/0
				SEC-I	SEC-I	SEC-I	SEC-I	SEC-I	SEC-I
				OND-I	OND-I	OND-I	OND-I	OND-I	OND-I
		WKS. 0/0	0/0	ARY	ADULT	ARY	ADULT	ARY	ADULT
BARRS	ARTHUR	234-56-7891	18 100	80	20				
BOTTIN	RONALD	345-67-8912	18 100 20	60		20			
CROSS	PAT	456-78-9123	18 110	80	20	5	5		
DAVIS	BOB	567-89-1234	18 50		25			25	

TABLE 8

TABLE 2 - VOCATIONAL PERSONNEL NOT SHOWN AS CURRENTLY TEACHING A VOCATIONAL COURSE

OUR RECORDS INDICATE THAT THE FOLLOWING PERSONNEL HAVE BEEN A PART OF THE VOCATIONAL PROGRAM AT THIS ATTENDANCE CENTER. TO ASSIST US IN UP-DATING OUR RECORDS, PLEASE INDICATE THEIR CURRENT STATUS BY COMPLETING THE FOLLOWING - - -

- (1) FOR PERSONNEL WHO ARE NOT TEACHING AND/OR ADMINISTERING IN A VOCATIONAL EDUCATION PROGRAM, PLEASE DRAW A SINGLE HORIZONTAL LINE THROUGH THEIR NAME. IN COLUMN 2 (TOTAL TIME EMPLOYED), WRITE THE LETTER OF THE ALTERNATIVE FROM THE LIST BELOW WHICH BEST INDICATES THE PERSONS REASON FOR NON-CONTINUATION IN A VOCATIONAL PROGRAM(S) AT THIS ATTENDANCE CENTER.
- A. EMPLOYED AT ANOTHER ATTENDANCE CENTER IN THIS SCHOOL DISTRICT. F. AT THIS ATTENDANCE CENTER IN A NON-VOCATIONAL EDUCATION POSITION.
 B. EMPLOYED AT ANOTHER ILLINOIS SCHOOL DISTRICT. G. LEAVE OF ABSENCE.
 C. EMPLOYED IN A NON-EDUCATIONAL OCCUPATION. H. NOT EMPLOYED DURING THE SUMMER TERM.
 D. DEATH, INCAPACITATING ILLNESS, OR RETIREMENT. I. OTHER.
 E. EMPLOYED IN AN OUT-OF-STATE SCHOOL.
- (2) FOR PERSONNEL WHO ARE CURRENTLY TEACHING AND/OR ADMINISTERING IN A VOCATIONAL PROGRAM, CHECK THE INDIVIDUALS NAME AND SOCIAL SECURITY NUMBER FOR ACCURACY. CORRECT ANY ERRORS BY DRAWING A SINGLE HORIZONTAL LINE THROUGH THE INCORRECT INFORMATION, AND PLACE THE CORRECT INFORMATION DIRECTLY ABOVE THE ERROR. FOR THE PRESENT TERM, INDICATE IN COLUMN 2 THE TOTAL NUMBER OF WEEKS AND THE TOTAL PERCENT OF TIME THE INDIVIDUAL IS EMPLOYED BY THIS SCHOOL DISTRICT. BASED ON THE PERCENT OF TIME THAT THE INDIVIDUAL IS EMPLOYED, ALLOCATE THAT PERCENTAGE FIGURE BETWEEN THE NON-VOCATIONAL AND VOCATIONAL EDUCATION AREAS LISTED IN COLUMNS 3 & 4. IF THE INDIVIDUAL DOES NOT SPEND TIME IN AN AREA, LEAVE THAT AREA BLANK. THE SUM OF THE NON-VOCATIONAL AND VOCATIONAL AREAS (COLUMNS 3 + 4) MUST BE EQUAL TO THE PERCENT OF TIME EMPLOYED BY THIS SCHOOL DISTRICT (COLUMN 2).

TABLE 2

(1)		I	(2)	II	(3)	I	(4)										
		I		II	PERCENT	I	PERCENT VOCATIONAL										
		I		II	NON-	I											
		I		II	VOCATIONAL	I											
		I		II		I											
NAME	SOCIAL SECURITY NUMBER	I	TOTAL	II		I	I	I	I	I	I	I	I				
		I	TIME	II		I	TEACHING	I	DIRECTOR	I	SUPERVISOR	I	GUIDANCE	I	OTHER		
		I	EMPLOYED	II		I	0/0	I	0/0	I	0/0	I	0/0	I	0/0		
		I		II		I											
		I		II		I	SEC-I	I	SEC-I	I	SEC-I	I	SEC-I	I	SEC-I		
		I		II		I	OND-I	I	OND-I	I	OND-I	I	OND-I	I	OND-I		
		I	WKS. 0/0	II	0/0	I	ARY	I	ADULT	I	ARY	I	ADULT	I	ARY	I	ADULT
~~KRUSE~~	~~BRUCE~~	987-65-4321	I	I	E	II	I	I	I	I	I	I	I	I	I	I	I
MOON	CAROL	876-54-3219	I	18	I	100	II	I	I	I	75	I	25	I	I	I	I
NOEL	DAVID	654-32-1987	I	18	I	100	II	I	I	I	I	I	40	I	40	I	I
~~SIMS~~	~~EDWIN~~	852-36-9741	I	I	F	II	I	I	I	I	I	I	I	I	I	I	I
SMITH	BARNEY	624-89-5713	I	I		II	I	I	I	I	I	I	I	I	I	I	I

TABLE 3 - ADDITIONAL VOCATIONAL PERSONNEL

FOR VOCATIONAL PERSONNEL NOT INCLUDED ON THE PREPRINTED LISTING, PLEASE COMPLETE THE FOLLOWING - - -

- (1) ADD THE NAME AND SOCIAL SECURITY NUMBER OF ALL PERSONNEL THAT ARE TEACHING AND/OR ADMINISTERING IN A REIMBURSED VOCATIONAL EDUCATION PROGRAM AT THIS ATTENDANCE CENTER, BUT ARE NOT INCLUDED ON THIS PREPRINTED ATTENDANCE CENTER LIST.
- (2) FOR THE PRESENT TERM, INDICATE IN COLUMN 2 THE TOTAL NUMBER OF WEEKS AND THE TOTAL PERCENT OF TIME THE INDIVIDUAL IS EMPLOYED BY THIS SCHOOL DISTRICT. BASED ON THE PERCENT OF TIME THAT THE INDIVIDUAL IS EMPLOYED, ALLOCATE THAT PERCENTAGE FIGURE BETWEEN THE NON-VOCATIONAL AND VOCATIONAL EDUCATION AREAS LISTED IN COLUMNS 3 AND 4. IF THE INDIVIDUAL DOES NOT SPEND TIME IN AN AREA, LEAVE THAT AREA BLANK. THE SUM OF THE NON-VOCATIONAL AND VOCATIONAL AREAS (COLUMNS 3 + 4) MUST BE EQUAL TO THE PERCENT OF TIME EMPLOYED BY THIS SCHOOL DISTRICT (COLUMN 2).

TABLE 3

(1)	I	II	(2)	II	(3)	I	(4)							
							PERCENT VOCATIONAL							
NAME	SOCIAL SECURITY NUMBER	TOTAL TIME EMPLOYED	II	II	PERCENT NON-VOCATIONAL	I								
							TEACHING	DIRECTOR	SUPERVISOR	GUIDANCE	OTHER			
							0/0	0/0	0/0	0/0	0/0			
							SEC-I	SEC-I	SEC-I	SEC-I	SEC-I			
							OND-I	OND-I	OND-I	OND-I	OND-I			
							ARY I ADULT	ARY I ADULT	ARY I ADULT	ARY I ADULT	ARY I ADULT			
Carson, Fred	202-54-2147	18	100	II		1/00	I	I	I	I	I	I	I	I
Kern, Judy	305-64-4721	18	25	II		I 25	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I
-	-	I	I	II		I	I	I	I	I	I	I	I	I

PERSONNEL RECORD

NAME-LAST - DOE
 FIRST - JAN
 M.I. - P
 SOC. SEC. NO. - 999-99-9999
 DATE OF BIRTH - 99-99-99
 MARITAL-SEX - 3

COURSE TABLE

DISTRICT - 0020100 TIME-IN DIST. - 12 FIELD-MAIN - 41
 CENTER - 0020 01 IN ILL. - 15 OTHER1 - 39
 REGION - OUT ILL. - OTHER2 - 24

THIS YEAR				LAST YEAR			
TERM	COURSE	COURSE INFO.		TERM	COURSE	COURSE INFO.	
FALL	718 01	055	05 010 008	FALL	678 01	055	05 010 010
	678 01	055	05 010 010		636 01	055	05 023 023
	610 03	055	05 010 010		610 02	055	05 020 020

POSITION - 22 AREA OF EXPERIENCE -
 START DATE - TIME OF AREA EXPERIENCE - MOST
 LAST ACTIVITY - TOT. TEACH/ADMIN EXPERIENCE - 15YRS
 REASON TERMINATED - IN SERVICE TRAINING -

SPR SPR

ALLOCATION OF TIME EMPLOYED (IN PERCENTAGES)

	THIS YEAR			LAST YEAR		
	FALL	SPR	SUM	FALL	SPR	SUM
EMPLOYED			100			
TEACH						
DIRECT						
SUPER						
GUIDE						
OTHER						
ADULT						
TEACH						
DIRECT						
SUPER						
GUIDE						
OTHER						

SUM SUM

DEGREE TABLE

	1	2		DEGREE	DATE	SCHOOL	AREA
CERTIFIED	09						
GRD LEVEL	09-12	9-12					
SALARY	14720	13920		BACH.		753	
MAIN AREA	10F	00		MASTER			
				MASTER		753	

TABLE 10

local vocational administrator may, for example, discover that only one percent of the students in the school district are enrolled in distributive education programs whereas the statewide average is three percent and the average for comparable schools is four percent. This information can alert the local administrator to the fact that the school may have an opportunity to expand the distributive education offerings.

A third example involves turnover rates. The teacher component of the MIS has the capability of calculating the proportion of each school's vocational teaching faculty that leaves teaching each year. Furthermore, the system computes the percentage leaving for each of a number of different reasons. Consequently, a school administrator can ask the MIS to provide both the school's turnover rates and those for the state as a whole (or comparable schools). The local administrator can compare the two to determine whether or not one school's turnover rates are unusually high by comparison with others. If the rates are high for the local schools, then the local administrator can attempt to find out why this is the case and what, if anything, can be done about the problem.

A fourth example concerns in-service training and occupational experience for existing teachers. Once a year the MIS records the in-service training and occupational experience obtained by each teacher during the year. It is possible to use the MIS to calculate the state-wide number and percentage of teachers receiving such training and experience. It is also possible to calculate the number and percentage of individuals at any particular school that are receiving such training or experience. Consequently, a local school administrator can compare the school's ratio with the statewide average (or with comparable schools only) to determine whether or not the local school's teaching faculty is obtaining an adequate amount of in-service training and occupational experience.

The above examples indicate the types of analytical work that local administrators can obtain from the teacher component of the MIS. The teacher component can perform a number of other types of analyses, some of which are already operative in the system and many of which can be made operative through writing a relatively simple program.

Teacher Training Universities

The teacher training institutions in the state can use the MIS to tackle three types of analytical problems. First, the universities can use the system to project the future demand for and supply of various types of vocational teachers and administrators and such information can then become the basis upon which the universities can plan to expand or contract programs in the future.

Second, the teacher training institutions in the state can use the MIS to analyze the performance of their graduates in terms of obtaining employment. The survey of graduates provides information regarding the percentage of graduates entering teaching. These percentages can be compared among the various universities in the state. Those universities which show a low percentage of graduates entering teaching in the area for which they were

trained may then wish to analyze the reason for the low percentage. Once the reasons have been uncovered, corrective action can be taken, if such action is warranted.

Third, the teacher training institutions can use the MIS to identify in-service training needs of the existing teachers in the state. Once the needs have been identified, the teacher training institutions can develop programs to meet those needs. And, of course, once the programs have been developed, the teacher training institutions can use the MIS to obtain mailing lists to communicate with the teachers who should be interested in taking the courses or seminars.

The Illinois Office of Education

The Illinois Office of Education can use the teacher component of the MIS for at least four purposes.

First, of course, the Department of Adult, Vocational and Technical Education can take the initiative in providing the local schools and the teacher education universities with the information discussed in the above sections.

Second, the DAVTE can use the teacher component to identify vocational education needs relating to teachers. Another example would be the use of the MIS to identify the regions in the state with the lowest percentage of teachers actively engaged in in-service training. Having identified the problem schools, the Illinois Office of Education could then develop a program of technical and financial assistance to bring those districts up to a target level of performance.

Third, DAVTE can use the teacher component to perform a placement function. The graduate file of the teacher component contains a list of trained vocational teachers who are not currently teaching but who would like to teach. This list can be disseminated to all school districts, to school districts that request it, or to selected school districts such as those with very high student/teacher ratios.

Fourth, DAVTE can use the teacher component to establish performance goals or standards. For example, the MIS can indicate the statewide average student/teacher ratio for each type of vocational program. The statewide average might then be used as a standard which below average schools would be encouraged to achieve. Of course, some schools would have special circumstances which would make the below average ratio acceptable. Consequently, statewide averages would have to be used with some care.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The Multifarious System

Probably no integrated management information system for vocational education is as comprehensive as the Illinois model presented in Garth Yeager's report and this current Final Report. However, the system described in these reports has not been implemented in Illinois. The reasons for non-implementation of the system demonstrate the types of constraints often encountered in developing a large system and are considered worthy of discussion in this chapter.

The enactment of P.L. 94-482 in December, 1976, established significant changes in federal reporting and data requirements. Although the project system can accommodate many of these new requirements, additional reprogramming is needed. Until the National Center for Education Statistics concludes its development of the Vocational Education Data and Reporting System (VEDS) and, in the face of resistance from a variety of state and local groups, attains permission to implement the VEDS, no state should modify its present reporting system.

Secondly, the proliferation of data required from local districts by various components of education must be reviewed for consistency and the elimination of duplication. The data burden and concern for individual confidentiality must be addressed when planning any collection activity.

Finally, the cost of implementing and maintaining a system of this magnitude in its present form is prohibitive. Project experience in a limited field-test area and preliminary information emanating from the VEDS Feasibility Study support an approximate annual per-unit-record cost of \$5.00. This figure includes both the state and local data burden estimates. With over 700,000 vocational education enrollments in Illinois, the cost burden would be in the neighborhood of four million dollars. Unless this cost burden is supported at the federal level, states and local agencies will have to shift dwindling resources from program support to information and reporting support. This shift will not willingly be made. It is hoped that federal reporting requirements will be supported with dedicated federal funds.

Some aspects of general systems development are worth considering.

The subcontracting process was utilized rather than employing additional staff and renting space and equipment. Either method has advantages and disadvantages, and the following discussion of systems contracting should not be construed as a preference for either.

Contracted systems development is one of the most complex types of activities to monitor. As such, it is extremely important to build into a contract a constant and detailed monitoring process which divides the activity into a maximum number of measurable units. Each such unit must be assessed and "checked-off" before the subsequent unit is initiated. There must be provisions for modification and/or termination of the contract at any of these "breaking points."

Next, systems design, once agreed upon by both parties, must be frozen until the resultant programming is completed and tested. No matter how great the need for design modification becomes, midstream changes in system design cannot be realistically accommodated without disrupting the entire process. For this reason, the systems design also should be divided into a succession of separate units which can adjust to the developmental activities which preceded them.

Third, the time period for contracts should be kept as short as possible. Too often contracting agencies specify only a broadly defined product to be completed by the end of an annual fiscal funding cycle. While adequate work time must be allocated, overly generous time allotments may be as detrimental as overly short allotments to an orderly progression of developmental activities.

Finally, the monitoring of the system's development activity must be done by, or supported by, a person having the technical expertise to perform any and all of the work under contract. This person should be involved in developing the contract, structuring all activities including the system's testing, and evaluating ongoing contract performance. Such technical involvement will improve the quality of the activity and product and will also provide technical continuity when the product is ready for implementation.

In conclusion, P.L. 94-482 clearly requires state support of a comprehensive reporting system. As the federal needs for data are finalized, Illinois will continue systems development, hopefully incorporating many concepts utilized in the MIS design. Local input will be increasingly sought to provide realistic estimates of data contents and time lines, and alternative methods for collection. Additional data elements will be reviewed for inclusion in the system as they become necessary for state and local planning and decision making; other reporting activities will be reviewed for their impact on the total system design.

APPENDIX A

COST COMPONENT

COLLECTION INSTRUMENTS

Four card types have been provided for accumulating a local school district's expenditures. The four card types are:

- 1A - District Wide Cost Differential Options
- 2A and 2B - Administrative Center Indirect Costs
- 3A and 3B - Attendance Center Indirect Costs
- 4A and 4B - Attendance Center Direct Costs

(Note: A and B indicate that two cards are needed to contain the amount of data in this card type.)

By completing these cards, all of a local district's indirect and direct costs may be collected at either the program or the program/course level.

1. Card Type 1A must be completed for each district. This card establishes district-wide options and parameters that control the cost collection and allocation procedures.
2. Card Type 2A and 2B is required if the district has an administrative center physically apart from its attendance center. All administrative center costs may be coded on one 2A and 2B form or the district may utilize multiple forms to segregate costs by functions such as support services, debt services, community services, etc.
3. Card Type 3A and 3B is required for each district attendance center. As described above, all attendance center indirect costs may be combined into one form under the function support services, or multiple forms may be used.
4. Card Type 4A and 4B is the vehicle for recording direct costs of programs or program/courses. One form is required for each combination of program and course to be included in the cost study.

The following procedures describe how to complete each form.

PROCEDURE 1: Coding the District Option Card (1A)

Purpose: This procedure provides direction to local school administrators charged with the responsibility of identifying the reporting options selected by a district. The District Option Card is required and must be completed. The procedure steps correspond to the numbers indicated on the sample form shown on the facing page.

1. District. Write the name of the district in this space. This is a reference field only and is not used by the cost system.
2. District Number. This is an alpha/numeric field that identifies a specific district. Code your district-assigned number in this field. EX: 007b

Note: Position four of this field is designated alpha. Leave it blank unless an alpha character has been assigned to your district.

3. Administrative Center Number. Code the six-digit MIS number assigned the administrative center in your district. Even if you do not have a separate physical location for an administrative center, a code has been assigned your district. EX: 000300. The last two characters will always be "0."

4. Function Number. Place all zeros in this field. Function number does not apply to this card type but zeros are required for computer compatibility. EX: 0000

5. Administrative Center Option. If your district has a separate administrative center, code a '1' in this field. This will instruct the computer to look for Type 2 cards containing administrative center indirect costs.

If your district does not have a separate administrative center, code a '2' in this field. Indirect costs of the district superintendent and staff may be included in the Type 3 cards. Type 2 cards are not required for your district in this instance.

6. Indirect Cost Option. This option determines the calculation of district indirect cost rates. If your district has already developed an indirect cost rate as a percentage of direct costs, code a 1 in this field. If you wish the computer to develop a district indirect cost rate, code a 2 in this field.

Note: If you code a 1 in the Indirect Cost Option field you must input a rate in field 7. By selecting this option, a district may skip procedures 2 and 3 for collecting indirect costs.

7. Indirect Cost Rate. This field must be completed if option 1 is selected in field six above. Enter the developed indirect cost rate here. Ex: 59.8%, would be entered as .598. The program will automatically assume the decimal point. Leave blank if option 2 is selected.

8. Fringe Benefit Option. Where a district has developed the percentage relationship between non-monetary compensation and salaries, the system allows that percentage figure to be used in lieu of coding actual employee benefit dollars.

Place a 1 in this field if the fringe benefit rate is available. Place a 2 in this field if dollar amounts are to be entered on Type 2, 3 and 4 cards.

9. Fringe Benefit Option. This field must be completed if option 1 is selected in field eight above. Enter the developed fringe benefit rate here. Example: 21% would be entered as 210. The computer program will automatically assume the decimal point. Leave this field blank if option 2 is selected.

10. Depreciation Rate Option. A district may select the number of useful years most applicable to their particular situation. Fixed asset depreciation may be calculated by the program or entered by the district. Select the code that best fits your district's policy and enter it in this field. The options are:

- 1 - five years
- 2 - ten years
- 3 - fifteen years
- 4 - twenty years
- 5 - twenty-five years
- 6 - other years
- 7 - actual amounts to be entered

If you select options 1-6, the value of all fixed assets to be depreciated is entered in card types 2, 3 and/or 4. Option 7 requires you to enter the amount of depreciation in card types 2, 3 and/or 4.

Briefly, equipment to be depreciated that is not directly related to a specific program is treated as an indirect cost on type 2 or 3 cards. Equipment purchased for a specific program is treated as a direct charge on a type 4 card for that program.

11. Specific Years. Use this field only if option 6 is selected for field 10 above. Enter the number of years you wish used in this field. Ex: Enter 08 for eight years or 17 for seventeen years.

12. Cost Calculation Option. This option allows the district to establish whether costs are to be collected and computed at the program or the course within program levels. Additionally, a district may elect to enter data on non-vocational programs in order to provide a level of comparability across program lines.

Flexibility designed into the system enables a district to enter all or only a portion of its vocational and non-vocational programs for comparative purposes. This effectively minimizes the amount of time required for input completion at the district. Thus, a district might enter direct cost data on one regular program and one vocational program along with all indirect cost data and the system will develop indirect rates, apply them to the programs selected and tabulate the results.

The option codes are:

- 1 - Vocational education programs at the course level.
- 2 - Vocational education programs at the program level.
- 3 - All programs at the program level.
- 4 - All programs at the course level.

Select the option that describes the level of data to be submitted for cost calculation and code that number in field 12.

13. Function Code Option. This field allows a district to tailor its costs collection in line with the functions (activities) carried on by the district and recorded on its books of account. Instructional costs (direct) are always included. Support Service costs (indirect) are always included. Optionally other activities such as Community Services, Non-Programmed Charges, and Debt Service may be included or excluded in line with district policy.

The codes available are:

- 1 - All Functions
- 2 - Exclude Debt Service
- 3 - Exclude Non-Programmed Services
- 4 - Exclude Community Service
- 5 - Exclude Debt Service and Non-Programmed Charges
- 6 - Exclude Debt Service and Community Service
- 7 - Exclude Non-Programmed Charges and Community Services
- 8 - Include only Instruction and Support Services

Definitions of Functions/Activities are included in Appendix B.

PROCEDURE 2: Coding Administrative Center Indirect Costs (2A and B)

Purpose: This procedure describes how to code administrative costs incurred by an administrative center. These costs will be allocated to all attendance centers in a district on an equitable basis.

Under special circumstances, this procedure will be skipped in total or in part. Following are the exceptions allowed.

- 1) If a district has an indirect cost rate established and has elected to use the rate on card 1A in procedure 1, this procedure will be skipped.
- 2) If a district has indicated that it does not have a separate administrative center for the district, only fields 1, 2, 3, 4, 5, and 6 of card 2A must be completed. This provides district enrollment data for subsequent processing.
- 3) If a district has indicated that it does not have a separate administrative center for the district and district enrollment equals attendance center enrollment (a single school district), this entire procedure must be skipped.

1. District. Write the name of the district in this space. This is a reference field only and is not used by the cost system.

2. Function. This is also a reference field and should contain the name of the function being coded or an indication that all indirect functions are being combined.

CARD 1A

COST DIFFERENTIAL OPTIONSDISTRICTDISTRICT NUMBER

Col. 1-4

ADMINISTRATIVE CENTER NUMBER

Col. 5-10

FUNCTION NUMBER

Col. 11-14

ADMINISTRATIVE CENTER OPTION

Col. 15

- 1- Separate Locations
- 2- Same as Attendance Center

INDIRECT COST OPTION

Col. 16

- 1- Rate Available
- 2- Develop Rate
- Indirect Cost Rate

Col. 17-19

FRINGE BENEFIT OPTION

Col. 20

- 1- Rate Available
- 2- Amounts to be Entered
- Fringe Benefit Rate

Col. 21-23

DEPRECIATION RATE OPTION

Col. 24

- 1- 5 years
- 2- 10 years
- 3- 15 years
- 4- 20 years
- 5- 25 years
- 6- other
- 7- actual amount entered

Specific Years

Col. 25-26

COST CALCULATION OPTION

Col. 27

- 1- Vocational Education at Course Level
- 2- Vocational Education at Program Level
- 3- Vocational Education and other Services at Program Level
- 4- All Services at Course Level

FUNCTION CODE OPTION

Col. 28

- 1- All Functions
- 2- Exclude Debt Service
- 3- Exclude Non-Program Services
- 4- Exclude Community Service
- 5- Exclude Debt Service/Non-Program Charges
- 6- Exclude Debt Service/Community Service
- 7- Exclude Non-Program/Community Service
- 8- Include only Instructional and Support Services

CARD CODE

Col. 79-80

1 | A

See the function code option of the type 1 card for the district preference.

3. District Number. This is an alpha/numeric field that identifies the district. Code your assigned number in this field. Ex: 003b

Note: Position four of this field is designated alpha. Leave it blank unless an alpha character has been assigned to your district.

4. Administrative Center Number. Code your six-digit MIS number assigned the administrative center in your district. Even if you do not have a separate physical location for an administrative center, a code has been assigned your district. Ex: 010000
5. Function. This code is a semi-structured numeric field based on the Illinois Handbook II coding scheme. Only the first digit is reserved, leaving the last three digits available for a particular district's needs. Digit one must be used as follows:

- 2 - Support Services or all indirect functions
- 3 - Community Services only
- 4 - Non-Programmed Charges only
- 5 - Debt Service only
- 0, 1, 6, 7, 8, 9 - not valid.

The remaining three digits may contain zeros or any combination of digits meaningful to a district. A district may enter administrative center indirect costs in separate 2, 3, 4, 5 functional breakdowns or may elect to include all administrative center indirect costs in one 2xxx function card. The system is designed to total all indirect cost cards prior to calculating the indirect cost rate for an administrative center.

6. District Enrollment. This six-digit field is used to enter the total district enrollment. Use zeros to fill the field. For example, an enrollment of 1172 would be entered as 001172.

This field is only entered once for a district. Place the enrollment figure in the 2xxx function card if multiple functions are reported.

7. Salary Expense. Enter the total annual salaries, before deductions, paid to all administrative and support personnel working in or assigned to the administrative center. These individuals are not participating in the instruction function by teaching class. Salaries for individuals assigned to administrative activities at the administrative center or at the attendance center levels who also have instructional responsibilities must be prorated on an equitable basis. Enter dollars and cents with the cents in the

extreme right column of the field. Decimals and commas are understood by the computer programs and are not entered. Example: Salaries of \$54,375.22 would be entered as bbb5437522.

8. Benefit Cost. This figure represents additional compensation to the employees included in field 7 above. This includes the district's contribution for such items as health insurance, life insurance, annual leave, sick leave, social security, etc. Dollars and cents are entered as described in field 7 above.

Note: If the district has entered a benefit rate on the type 1 card, leave this field blank.

9. Purchased Services. Enter the total annual costs of all purchased or contracted services of the district that cannot be directly related to an individual attendance center or program within an attendance center. Dollars and cents are entered as described in field 7.

10. Supplies/Materials. Enter the total annual costs of all supplies and materials of the district that cannot be directly related to an individual attendance center or program within an attendance center. Dollars and cents are entered as described in field 7.

11. Capital Outlay/Equipment. This field will contain asset cost plus improvement cost but exclude repair cost of all buildings and equipment located at the administrative center that cannot be charged to an attendance center or an instructional program. Optionally, based on the depreciation rate option selected in the type 1 card, this field may contain the calculated annual depreciation amount for the assets controlled by the administrative center. Dollars and cents are entered as described in field 7.

Note: A district may elect to exclude buildings cost from the program cost system. Since these assets are usually obtained through special bonding arrangements and are paid for out of separate funds, they may be excluded along with the cost of land owned by the districts.

12. Other Expenses. Include here the annual cost of goods and services purchased by the district and not classified in one of the specific categories described above. See Appendix B for examples of expenditures that may be included here. Dollars and cents are entered as described in field 7.

13. Fund Transfers. This object category does not represent a purchase. While the field is provided consistent with Handbook II, we do not anticipate its use in the cost system. See Appendix B for the types of transactions covered by this object category.

CARD 2A

ADMINISTRATIVE CENTER
INDIRECT COSTS

1

2

DISTRICT

FUNCTION

DISTRICT
NUMBERADMINISTRATIVE
CENTER NUMBER

FUNCTION

DISTRICT
ENROLLMENT

SALARY EXPENSE

1	2	3	4
---	---	---	---

5	6	7	8	9	10
---	---	---	---	---	----

11	12	13	14
----	----	----	----

15	16	17	18	19	20
----	----	----	----	----	----

21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----	----

BENEFIT COST

PURCHASED SERVICES

SUPPL/MATERIALS

MNT.
CODECARD
CODE

31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----

51	52	53	54	55	56	57	58	59	60
----	----	----	----	----	----	----	----	----	----

78

79	80
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CARD 2B

DISTRICT
NUMBERADMINISTRATIVE
CENTER NUMBER

FUNCTION

CAPITAL OUTLAY AND
EQUIPMENT

1	2	3	4
---	---	---	---

5	6	7	8	9	10
---	---	---	---	---	----

11	12	13	14
----	----	----	----

15	16	17	18	19	20	21	22	23	24	25
----	----	----	----	----	----	----	----	----	----	----

OTHER EXPENSES

FUND TRANSFERS

TUITION

MNT.
CODECARD
CODE

26	27	28	29	30	31	32	33	34	35
----	----	----	----	----	----	----	----	----	----

36	37	38	39	40	41	42	43	44	45
----	----	----	----	----	----	----	----	----	----

46	47	48	49	50	51	52	53	54	55
----	----	----	----	----	----	----	----	----	----

78

79	80
----	----

14. Tuition. This category contains expenditures made to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA. Since these expenditures can be specifically related to a particular instructional program, this field in the type 2 cards is informational only. It is not completed for an administration center.
15. Maintenance Code. This field is used for maintenance or correction purposes after a district has performed its original data collection activities and has had its cost cards processed through the computer. Two actions are possible. If a 'C' is placed in this field, the entire contents of the original card will be replaced with the contents of the new card. ALL fields must be completed in this use. If a 'D' is placed in this field, the original card data will be removed from the computer file. When coding a 'D', fields 3, 4, 5, 15, and card code must be completed.

Leave this field blank for all initial entries.

PROCEDURE 3: Coding Attendance Center Indirect Costs (3A and B)

Purpose: Procedure 3 describes how to code administrative costs incurred by an attendance center. These costs benefit all instructional programs equally and are allocated on the basis of the number of class sections conducted in each program area. Districts whose administrative activities on the district level are located in an attendance center of the district may elect to include these costs with the attendance center costs on this form.

Districts entering an indirect cost rate on their type 1 card may skip this procedure since their indirect costs will be based on the existing rate.

The procedural steps listed below correspond to the numbers indicated on the sample form shown on the facing page.

1. District. Write the name of the district in this space. This is a reference field only and is not used by the cost system.
2. Function. This is a reference field only and should contain the name of the function being coded or an indication that all indirect functions are being combined. See the function code option of the type 1 card for the district preference.
3. District Number. This is the alpha/numeric field that identifies the district. Code your assigned district number in this field. Ex: 127b.

Note: Position four of this field is designated alpha. Leave it blank unless an alpha character has been assigned to your district.

4. Attendance Center Number. Code the six-digit MIS number assigned the attendance center. In the MIS the first four digits of a district's administrative and attendance centers are the same with the last two digits uniquely identifying the attendance center. Ex: 012202.

5. Function. This code is a semi-structured four position numeric field based on the Illinois Handbook II coding scheme. Only the first digit is reserved however, leaving the last three digits available for a district's needs. For reporting attendance center indirect costs, the first digit of this field may be used as follows:

- 2 - Support Services or all indirect functions
- 3 - Community Services only
- 4 - Non-Programmed Charges only
- 5 - Debt Service only
- 0, 1, 6, 7, 8, 9 - Not valid.

The remaining three digits may contain zeros or any combination of digits meaningful to a district. A district may enter attendance center indirect costs in separate 2, 3, 4, 5 functional breakdowns or may elect to include all attendance center indirect costs in one 2xxx function card. The system is designed to total all indirect cost cards prior to calculating the indirect cost rate for an attendance center.

6. School Enrollment. This six-digit numeric field is used to enter the total attendance center enrollment. Use zeros to fill the field. For example, an enrollment of 928 would be entered as 000928.

This field is only entered once for an attendance center. Place the enrollment figure in the 2xxx function card if multiple functions are reported.

7. Sections. Enter the annualized number of class/sections taught in all instructional programs at the attendance center. This figure will be used to calculate an indirect cost rate for the attendance center. Enter this figure only once for an attendance center. Place the number of sections in the 2xxx function card if multiple functions are reported.

In order to apply indirect costs consistently to all instructional program/course combinations, all annual courses or special hour credit courses should be converted to an equivalent semester basis before developing the annualized number of sections for the attendance center. For example, a course taught through both semesters would be treated as two sections for reporting purposes on this form. If two annual sections of the course are conducted, four sections would be reported to convert annual to semester.

25 49

Precede the number of sections with zeros, if necessary, to complete the field. For example 992 sections would be entered as 0992.

8. **Salary Expense.** Enter the total annual salaries, before deductions, paid to all administrative and support personnel working in or assigned to the attendance center. These individuals are not participating in the instruction function by teaching class. Enter dollars and cents, right justified. Decimals and commas are understood by the computer programs and are not entered. Example: Salaries of \$78,662.91 would be entered as bbb7866291.

Note: In some instances, instructional personnel may also perform administrative and/or supporting activities. It will be necessary to split the salary and benefit costs of these individuals between attendance center indirect costs (type 3) and instructional/program direct costs (type 4). It is suggested that this split be made on a percentage basis determined by the assigned duties of the individuals.

For example, a teacher who devotes half time to vocational programs and half time to counseling would have the annual salary and benefit costs split on this basis.

9. **Benefit Cost.** Enter the figure that represents additional compensation to the employees included in salary expense above. This will include the district's contribution for such items as health insurance, life insurance, annual leave, sick leave, social security, etc. Dollars and cents are entered as described in field 8 above.

Note: If the district has entered a benefit rate on the type 1 card, leave this field blank.

10. **Purchased Services.** Enter the total annual costs of all purchased or contracted services of the attendance center that cannot be directly related to an instructional program of this center. Dollars and cents are entered as described in field 8 above.
11. **Supplies/Materials.** Enter the total annual costs of all supplies and materials purchased by the attendance center that cannot be directly charged to an individual instructional program of the center. Dollars and cents are entered as described in field 8.
12. **Capital Outlay/Equipment.** Enter in this field asset cost plus improvement costs but exclude repair costs of all building and equipment located at the attendance center that cannot be charged to an instructional program of the center. Optionally, based on the depreciation rate

option selected in the type 1 card, this field may contain the calculated annual depreciation amount for the assets controlled by the administrative center. Dollars and cents are entered as described in field 8.

Note: A district may elect to exclude building cost from the program cost system. Since these assets are usually obtained through special bonding arrangements, and are paid for out of separate funds, they may be excluded along with the cost of land owned by the districts.

13. **Other Expenses.** Include here the annual cost of goods and services purchased by the attendance center and not classified in one of the specific categories described above. See Appendix B for examples of expenditures that may be included. Dollars and cents are entered as described in field 8.
14. **Fund Transfers.** This object of expenditure category does not represent a purchase. While the field is provided consistent with Handbook II, we do not anticipate its use in the cost system. See Appendix B for the types of transactions covered by this object category.
15. **Tuition.** This category contains expenditures made to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA. Since these expenditures can be specifically related to a particular instructional program, this field in the type 3 cards is informational only. It is not completed for an attendance center.
16. **Maintenance Code.** This field is used for maintenance and correction purposes after a district has performed its original data collection activities and has had its cost cards processed through the computer. Two actions are possible. If a 'C' is placed in this field, the entire contents of the original card will be replaced with the contents of the new card. ALL fields must be completed in this case. If a 'D' is placed in this field, the original card data will be removed from the computer file. When coding in 'D,' fields 3, 4, 5, 16 and card code must be completed. Leave this field blank for all initial entries.

PROCEDURE 4: Coding Attendance Center Direct Costs (4A and B)

Purpose: Procedure 4 describes how to code direct program or program/course costs incurred at an attendance center. These expenditures represent the direct charges accumulated on an annual basis for the instructional programs a district wishes to include in the cost system.

The procedural steps listed below correspond to the numbers indicated on the sample form shown on the facing page.

CARD 3A

ATTENDANCE CENTER
INDIRECT COSTS

①

DISTRICT

②

FUNCTION

DISTRICT
NUMBERATTENDANCE
CENTER NUMBER

FUNCTION

SCHOOL
ENROLLMENT

SECTIONS

SALARY EXPENSE

3
1 4

4
5 10

5
11 14

6
15 20

7
21 24

8
25 34

BENEFIT COST

PURCHASED SERVICES

SUPP/MATERIALS

MNT.
CODECARD
CODE

9
35 44

10
45 54

11
55 64

16
78

3 A
79 80

CARD 3B

DISTRICT
NUMBERATTENDANCE
CENTER

FUNCTION

CAPITAL OUTLAY AND
EQUIPMENT

3
1 4

4
5 10

5
11 14

12
15 25

OTHER EXPENSES

FUND TRANSFERS

TUITION

MNT.
CODECARD
CODE

13
26 35

14
36 45

15
46 55

16
78

3 B
79 80

1. District. Write the name of the district in this space. This is a reference field only and is not used by the cost system.
2. Function. This is a reference field and should contain the name of the instructional function being coded on this form. Following is a table of representative programs.

Function	Sub Function
Instruction-Regular	Middle/Junior High High School
Instruction-Special	Gifted and Talented Mentally Retarded Mental Impairment Physically Handicapped Visual Impairment Culturally Different Learning Disability
Instruction-Adult/Continuing	Adult Basic Education Occupational Life Enrichment
Instruction-Vocational	The specific vocational programs entered in a district's one and five year plan are coded on those type 4 forms.

3. District Number. This is an alpha/numeric field that identifies the district. Code your assigned MIS number in this field. Ex: 014b.

Note: Position four of this field is designated alpha. Leave it blank unless an alpha character has been assigned to your district.

4. Attendance Center Number. Code your six-digit MIS number assigned the attendance center. Ex: 076201
5. Function. This code is a semi-structured numeric field based on the Illinois Handbook II coding scheme. The first two digits are reserved for identifying instructional program direct costs. These reserved codes are:

11xx - Regular Programs
12xx - Special Programs
13xx - Adult/Continuing Education Programs
14xx - Vocational Programs

The remaining two digits may contain zeros or any combination of digits meaningful to a district.

6. O.E. Program Number. This is an optional field. If the program defined through fields 7 and 8 has an assigned Office of Education program number enter it in this field. Enter all zeros if the program number is not used.
7. Program. Vocational programs offered by local schools participating in the MIS have been assigned a three-digit program

number. Enter that number here for any vocational program being included in the cost study. Non-vocational programs will be identified through the function code in field 5 and any convenient numeric code may be used here.

8. Course. If the district has elected to collect costs at the program/course level in its type 1 card, this field will be coded with the three-digit course number used in the MIS for vocational courses. Non-vocational courses may use any three-digit number convenient to the school. As in field 7 (program) the function code segregates vocational and non-vocational programs.

If a district is collecting costs at the program level only, code all zeros in this field.

9. Enrollment. This field should contain the annual enrollment for all sections of the program or the program/course described in fields 7 and 8 above. This field will be used by subsequent computer programs to develop the per-pupil cost of the program or program/course being offered. For example: 312 would be coded 0312.

10. Sections. Place the number of annualized class sections offered during the school year for the program or program/course indicated in fields 7 and 8 in this field. This data must be reported since it is used in the indirect cost allocation routines. Nine sections would be coded as 09.

Note: With additional systems interface, several of these fields could be obtained from information contained in the student supply components.

11. Salary Expense. Enter the total annual salaries, before deductions, paid to instructional personnel teaching this particular combination of program and course. Teachers utilized in multiple programs, program/course or administrative/ instructional capacities should have their salaries prorated between the appropriate indirect and direct cost forms based on percentage of time devoted to the multiple activities. Enter dollars and cents with cents in the extreme right-most columns. Decimals and commas are understood by the computer programs and are not entered. Example: Salaries of \$16,150.22 would be entered as bbb1615022.

12. Benefit Costs. This figure represents additional compensation to the employees defined in field 11 above. This includes the district's contribution for such items as health insurance, life insurance, annual leave, sick leave, social security, etc. If salaries in field 11 were split because of dual responsibilities, benefits must be split using the same percentage breakdown. If the district has entered a

benefit rate on the type 1 card, this field may be left blank. Dollars and cents are entered as described in field 11 above.

13. Purchased Services. Enter the total annual costs of all purchased or contracted services secured for the direct benefit of the program and course coded in fields 7 and 8 above. Dollars and cents are entered as described in field 11 above.
14. Supplies/Materials. Enter the total annual costs of all supplies and materials directly chargeable to the program and course coded in fields 7 and 8 above. Dollars and cents are entered as described in field 11.
15. Capital Outlay/Equipment. This field will contain asset cost plus improvement costs but excluding repair costs of all equipment purchased for and used exclusively by the program course listed in fields 7 and 8 above. Optionally, based on the depreciation rate option selected in the type 1 card for the district, this field will contain the calculated annual depreciation amount for the equipment used in conducting the program course. Dollars and cents are entered as described in field 11.

Note: The next two object categories are not normally used for recording direct cost expenditures. They are provided here primarily for compatibility with the Handbook II Chart of Accounts.

16. Other Expenses. These expenses include the costs of goods and services purchased for this particular program course but not classified in one of the categories described above. Appendix B shows examples of expenditures that may be included here. Dollars and cents are entered as described in field 11.
17. Fund Transfers. This object category does not represent a purchase. We do not anticipate its use in the cost system. See Appendix B for the types of transactions covered by this category.
18. Tuition. This category is provided to record expenditures made to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA. These dollars are for teaching the program course listed in fields 7 and 8 of this procedure. Dollars and cents are entered as described in field 11 above.
19. Maintenance Code. This field is used for maintenance or correction purposes after a district has performed its original data collection activities and has had its cost cards processed through the computer. Two actions are possible. If a 'C' is placed in this field, the entire

contents of the original card will be replaced with the contents of the new card. ALL fields must be completed.

If a 'D' is placed in this field, the original card data will be removed from the computer file. When coding a 'D' fields 3, 4, 5, 19, and card code must be completed.

Leave field 19 blank for all initial entries.

CARD 4A

ATTENDANCE CENTER
DIRECT COSTS

①

DISTRICT

②

FUNCTION

DISTRICT NUMBER	ATTENDANCE CENTER NUMBER	FUNCTION	O.E. PROGRAM NUMBER	PROGRAM	COURSE	ENROLLMENT	SECTIONS
③ 1 4	④ 5 10	⑤ 11 14	⑥ 15 20	⑦ 21 23	⑧ 24 26	⑨ 27 30	⑩ 31 32

SALARY EXPENSE

⑪
33 42

BENEFITS COST

⑫
43 52

PURCHASED SERVICES

⑬
53 62

SUPP/MATERIALS

⑭
63 72

MNT.
CODECARD
CODE

⑲
78

4 A
79 80

37

CARD 4B

DISTRICT NUMBER	ATTENDANCE CENTER NUMBER	FUNCTION	O.E. PROGRAM NUMBER	PROGRAM	COURSE	CAPITAL OUTLAY AND EQUIPMENT
③ 1 4	④ 5 10	⑤ 11 14	⑥ 15 20	⑦ 21 23	⑧ 24 26	⑮ 27 37

OTHER
EXPENSES

⑯
38 47

FUND TRANSFERS

⑰
48 57

TUITION

⑱
58 67

MNT.
CODECARD
CODE

⑲
78

4 B
79 80

APPENDIX B

COST COMPONENT

FUNCTIONS AND OBJECTS

Functions

Code

Descriptor

1000

Instruction. Instruction includes the activities dealing directly with the teaching of pupils, or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in another location such as in a home or hospital, and other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or assistants of any type (clerk, graders, teaching machines, etc.) which assist in the instructional process.

1100

Regular Programs. Instructional activities designed primarily to prepare pupils for the activities as citizens, family members, and workers, and are contrasted with programs designed to improve or overcome physical, mental, social and/or emotional handicaps.

1110

Elementary. Learning experiences which are concerned with knowledge, skills, appreciation, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of their awareness of the world of work and life within our culture, and which should be achieved during the elementary school years as defined by the Illinois Office of Education.

1120

Middle/Junior High. Learning experiences which are concerned with knowledge, skills, appreciation, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of understanding themselves and their relationships with society and various career clusters, and which should be achieved during the middle school years as defined by the Illinois Office of Education.

1130

High School. Learning experiences concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of understanding themselves and their relationships with society and the various occupations and/or professions which normally may be achieved in the high school years.

1190

Other Regular. Any regular programs other than those above.

1200

Special Programs. Instructional activities designed primarily to deal with pupil exceptionalities. The Special Program Service Area includes Preliminary, Elementary, and Secondary services for the (1) Gifted and Talented; (2) Mentally Retarded; (3) Physically Handicapped; (4) Socially and/or Emotionally Handicapped; (5) Culturally Disadvantaged; (6) Pupils with Learning Disabilities; (7) Bilingual Education; and (8) Other Special Programs.

1210

Gifted and Talented. Special learning experiences for pupils identified as being mentally gifted or talented in areas such as the following: General Academic, Fine Arts, and Vocational and Technical.

1220

Mentally Retarded. Special learning experiences for pupils identified as being mentally retarded, according to degree of retardation. Children in this category are classified educationally as educable mentally retarded, trainable mentally retarded, and severely mentally retarded.

1221

Mental Impairment. The child's intellectual development, mental capacity, adaptive behavior, and academic achievement are markedly delayed. Such mental impairment may be moderate, severe, or profound. Included in this category are E.M.H. pupils, T.M.H. pupils and subtrainable.

1230

Physically Handicapped. Special learning experiences for pupils identified as having one or more physical handicaps, e.g., the blind, the hard of hearing, the speech impaired, and the crippled.

1231

Physical or Health Impairment. The child exhibits a physical or health impairment, either temporary or permanent, which interferes with learning and/or which requires adaptation of the physical plant.

1232

Visual Impairment. The child's visual impairment is such that he/she cannot develop his/her educational potential without special services and materials.

1233

Hearing Impairment. The child's residual hearing is not sufficient to enable him/her to understand the spoken word and to develop language thus causing extreme deprivation in learning and communication. Or, he/she exhibits a hearing loss which prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning achievement.

- 1240 Emotionally Disturbed. Special learning experiences for pupils identified as having social and/or emotional problems, e.g., emotionally disturbed and delinquency prone.
- 1241 Behavioral Disorder. The child exhibits an affective disorder and/or adaptive behavior which significantly interferes with learning and/or social functioning.
- 1242 Educational Handicap. The child exhibits educational maladjustment related to social or cultural circumstances.
- 1250 Culturally Different. Special learning experiences for pupils whose background is so different from that of most pupils that they have been identified as needing additional educational opportunities beyond those provided in the usual school program if they are to be educated to the level of their ability. Instructional expenditure for eligible Title I pupils would be included in this function.
- 1260 Pupils with Learning Disabilities. Special learning experiences for pupils identified as having deficiencies in one or more aspects of the cognitive process and as being underachievers in relation to the general level or mode of their overall abilities.
- 1261 Learning Disability. The child exhibits one or more deficits in the essential learning processes or perception, conceptualization, language, memory, attention, impulse control, or motor function.
- 1270 Bilingual. Special learning experiences for pupils from homes where the English language is not spoken.
- 1290 Other Special. Special learning experiences for pupils which cannot be classified in the preceding service areas, such as dropouts, migrants, delinquents, and others.
- 1291 Multiple Impairment. The child exhibits two or more impairments, severe either in nature or in total impact, which significantly affect the ability to benefit from the educational program.
- 1300 Adult/Continuing Education Programs. Learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives for adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities. Programs include activities to foster the development of fundamental tools of learning, to prepare for a post-secondary career, to prepare for post-secondary education programs, to upgrade occupational competencies, to prepare for a new or different career, to develop skills and appreciations for special interests, or to enrich the aesthetic qualities of life.
- 1310 Adult Basic Education. Learning experiences concerned with the fundamental tools of learning for adults. These are adults who have never attended school or have interrupted formal schooling and need this knowledge and these skills to raise their level of education for self-confidence, self-determination, for preparation for an occupation, and for functioning more responsibly as citizens in a democracy.
- 1320 Advanced Adult Education. Learning experiences designed to develop knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by adults. These are adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities and are preparing for post-secondary careers and/or post-secondary education programs.
- 1330 Occupational. Learning experiences which are concerned with skills and knowledge designed primarily to prepare learners for immediate employment in an occupation or cluster of occupations. (This is the same type program as that for secondary or junior college students but differs only in the type of pupils served.)
- 1340 Upgrading in Current Occupation. Learning experiences which are concerned with skills and knowledge designed primarily for extending or updating workers' competencies for occupations in which they are employed.
- 1350 Retraining for New Occupation. Learning experiences concerned with skills and knowledge designed primarily for preparation for employment in a new and different occupation.
- 1360 Special Interest. Learning experiences concerned with skills and knowledge designed primarily for adults preparing for a subordinate occupation in addition to one's vocation. Such programs may be called avocational programs.
- 1370 Life Enrichment. Learning experiences concerned with skills and knowledge designed primarily for enjoyment without regard to a vocation.

1390	<u>Other Adult/Continuing Education.</u> Other Adult/Continuing Education Programs which cannot be classified in the above categories.	2114	<u>Pupil Accounting Services.</u> Those activities of acquiring and maintaining records of school attendance, location of home, family characteristics, and other census data. Portions of these records become a part of the cumulative record which is stored for teacher and guidance information.
1400	<u>Vocational Programs.</u> Learning experiences which will provide individuals with the opportunity to develop the necessary knowledge, skills and attitudes needed for employment in an occupational area.	2119	<u>Other Attendance and Social Work Services.</u> Attendance and Social Work Services other than those described above.
1500	<u>Interscholastic Programs.</u> Those co-curricular activities which supplement the regular instructional program, such as athletics, band, chorus, and speech.	2120	<u>Guidance Services.</u> Those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils.
2000	<u>Supporting Services.</u> Supporting services are those services which provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction, and to a lesser degree, Community Services and Non-program Charges. Supporting Services exist as adjuncts for the fulfillment of the objectives of instruction, rather than as entities within themselves.	2121	<u>Service Area Direction.</u> Activities associated with directing and managing Guidance Services.
2100	<u>Support Services - Pupils.</u> Those activities which are designed to assess and improve the well-being of pupils and to supplement the teaching process.	2122	<u>Counseling Services.</u> Those activities concerned with the relationship between one or more counselor(s) and one or more pupils as counselee(s) in which the pupil is helped to understand the educational, personal, and occupational strengths and limitations; relate abilities, emotions, and aptitudes to educational and career opportunities; utilize abilities in formulating realistic plans; and achieve satisfying personal and social development.
2110	<u>Attendance and Social Work Services.</u> Those activities which have as their purpose the improvement of the attendance of pupils at school and the performance of school social work activities dealing with the problems of pupils which involve the home, school, and community.	2123	<u>Appraisal Services.</u> Those activities having as their purpose an assessment of pupil characteristics, which are used in administration, instruction, and guidance, and which assist the pupil in assessing the purposes and progress in career development and personality development. Test records and materials used for pupil appraisal are usually included in each pupil's cumulative record.
2111	<u>Service Area Direction.</u> The activities associated with directing and managing Attendance and Social Work.	2124	<u>Information Services.</u> Those activities organized for the dissemination of educational, occupational, and personal-social information to help acquaint pupils with the curriculum and with educational and vocational opportunities and requirements. Such information might be provided directly to pupils through activities such as group or individual guidance, or it might be provided indirectly to pupils, through staff members or parents.
2112	<u>Attendance Services.</u> Activities such as prompt identification of patterns of nonattendance, promotion of positive attitudes toward attendance, analysis of causes of nonattendance, early action on problems of nonattendance, and enforcement of compulsory attendance laws.		
2113	<u>Social Work Services.</u> Activities such as investigating and diagnosing pupil problems arising out of the home, school, or community; casework services for the child, parent, or both; interpreting the problems of pupils for other staff members; and promoting modification of the circumstances surrounding the individual pupil which are related to the problem insofar as the resources of the family, school, and community can be effectively brought to bear upon the problem.		

- 2125 Record Maintenance Services. Those activities organized for the compilation, maintenance, and interpretation of cumulative records of individual pupils, including systematic consideration of factors such as the following:
- Home and Family Background, Physical and Medical Status, Standardized Test Results, Personal and Social Development, and School Performance.
- 2126 Placement Services. Those activities organized to help place pupils in appropriate educational situations while they are in school, in appropriate part-time employment while they are in school, and in appropriate educational and occupational situations after they leave school, and to facilitate pupils' transition from one educational experience to another. This may include, for example, admissions counseling, referral services, assistance with records, and follow-up communications with employers.
- 2129 Other Guidance Services. Guidance services which cannot be classified above.
- 2130 Health Services. Physical and mental health services which are not direct instruction. Included are activities that provide pupils with appropriate medical, dental, and nurse services.
- 2131 Service Area Direction. Activities associated with directing and managing Health Services.
- 2132 Medical Services. Those activities concerned with the physical and mental health of pupils, such as health appraisal, including screening for vision, communicable diseases, and hearing deficiencies; screening for psychiatric services; periodic health examinations; emergency injury and illness care; and communications with parents and medical officials.
- 2133 Dental Services. Those activities associated with dental screening, dental care, and orthodontic activities.
- 2134 Nurse Services. Those activities associated with nursing which are not instruction, such as health inspection, treatment of minor injuries, and referrals for other health services.
- 2139 Other Health Services. Health Services not classified above.
- 2140 Psychological Services. Activities concerned with administering psychological tests and interpreting the results, gathering and interpreting information about pupil behavior, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests, and behavioral evaluation and planning and managing a program of psychological services, including psychological counseling for pupils, staff, and parents.
- 2141 Service Area Direction. Directing and managing the activities associated with psychological services.
- 2142 Psychological Testing Services. Activities concerned with administering psychological tests, standardized tests and inventory assessments of ability, aptitude, achievement, interests and personality and their interpretation for pupils, school personnel, and parents.
- 2143 Psychological Counseling Services. Those activities that take place when there is a relationship between a school psychologist or other qualified person as counselor and one or more pupils as counselees in which the pupils are helped to perceive, clarify, solve, and resolve problems of adjustment and interpersonal relationships.
- 2144 Psychotherapy Services. Those activities that provide a therapeutic relationship between a qualified mental health professional and one or more pupils, in which the pupils are helped to perceive, clarify, solve, and resolve emotional problems or disorders.
- 2149 Other Psychological Services. Other activities associated with Psychological Services not classified above.
- 2150 Speech Pathology and Audiology Services. Those activities which have as their purpose the identification, assessment, and treatment of children with impairments in speech, hearing and language.
- 2151 Service Area Direction. Activities associated with directing and managing Speech Pathology and Audiology Services.
- 2152 Speech Pathology Services. Those activities organized for the identification of children with speech and language disorders; diagnosis and appraisal of specific speech and language disorders; referral for medical or other professional attention

necessary to the habilitation of speech and language disorders; provision of required speech habilitation services; and counseling and guidance of children, parents, and teachers, as appropriate.

2153 Audiology Services. Those activities organized for the identification of children with hearing loss; determination of the range, nature, and degree of hearing function; referral for medical or other professional attention as appropriate to the habilitation of hearing; language habilitation; auditory training, speech reading (lip-reading), and speech conservation as necessary; creation and administration of programs of hearing conservation; and counseling and guidance of children, parents, and teachers, as appropriate.

2159 Other Speech Pathology and Audiology Services. Other activities associated with Speech Pathology and Audiology Services not classified above.

2190 Other Support Services - Pupils. Other support services--pupils not classified in 2100 series. Expenditures that may be included are: graduation, student assembly programs, monitors for playground, cafeterias, study halls, etc.

2200 Support Services - Instructional Staff. Activities associated with assisting the instructional staff with the content and process of providing learning experiences for pupils.

2210 Improvement of Instruction Services. Those activities which are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and astatic learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.

2211 Service Area Direction. Those activities associated with directing and managing the Improvement of Instruction Services.

2212 Instruction and Curriculum Development Services. Those activities designed to aid teachers in developing the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate pupils.

2213 Instructional Staff Training Services. Those activities designed to

contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the school system or school. Among these activities are workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves.

2219 Other Improvement of Instruction Services. Activities for improving instruction other than those classified above.

2220 Educational Media Services. Those activities concerned with the use of all teaching and learning resources, including hardware, and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials.

2221 Service Area Direction. Those activities concerned with directing and managing Instructional Media Services.

2222 School Library Services. Those activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by teachers and other members of the instructional staff; and guiding instructional staff members in their use of library books and materials, whether maintained separately or as a part of an instructional materials center. Included here are the activities for planning the use of the library by pupils and instructing pupils in their use of library books and materials, whether maintained separately or as a part of an instructional materials center or related work-study areas.

2223 Audio-Visual Services. Those activities such as selecting, preparing, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs, and other similar materials, whether maintained separately or as a part of an instructional materials center. Included are activities in the audio-visual center, TV studio, and related work-study areas, and the services provided by audio-visual personnel.

2224 Educational Television Services. Those activities of planning, programming, writing, and presenting educational programs or segments of programs by way of closed-circuit or broadcast television.

- 2225 Computer-Assisted Instruction Services. Those activities concerned with planning, programming, writing, and presenting educational programs or segments of programs which have been especially programmed for a computer to be used as the principal medium of instruction.
- 2229 Other Educational Media Services. Educational Media Services other than those classified above.
- 2290 Other Support Services - Instructional Staff. Those activities which cannot be recorded under the preceding functions.
- 2300 Support Services - General Administration. Activities concerned with establishing and administering policy in connection with operating the local education agency.
- 2310 Board of Education Services. The activities of the elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given administrative unit.
- 2311 Service Area Direction. Those activities concerned with directing and managing the general operation of the Board of Education. This includes the activities of an executive of the Board of Education, such as an executive secretary, but does not include any special activities defined in the other Areas of Responsibility described below.
- 2312 Board Secretary Services. Those activities required to perform the duties of the secretary (not executive) of the Board of Education.
- 2313 Board Treasurer Services. These activities required to perform the duties of Treasurer of the Board of Education.
- 2314 Election Services. Services rendered in connection with any school system election, including elections of officers, bond elections, and budget and appropriation elections.
- 2315 Legal Services. Services rendered in connection with providing counseling services to the Board of Education in regard to laws and statutes.
- 2316 Tax Assessment and Collection Services. Services rendered in connection with tax assessment and collection.
- 2317 Audit Services. Providing independent audit services to the Board of Education.
- 2319 Other Board of Education Services. Includes other services which cannot be classified under the preceding Areas of Responsibility including North Central evaluations, legal ads, and the printing of the Annual Financial Statement for Publication.
- 2320 Executive Administration Services. Those activities associated with the overall general administrative or executive responsibility for the entire LEA.
- 2321 Office of the Superintendent Services. The activities performed by the superintendent and such assistants as deputy, associate, and assistant superintendents, in general direction and management of all affairs of the LEA. This includes all personnel and materials in the office of the chief executive officer. Activities of the offices of the deputy superintendent and associate or assistant superintendents should be charged here unless the activities can be placed properly into a Service Area. In this case, they would be charged to Service Area Direction in that Service Area. When two or more Service Areas are directed by the same individual, the services of that individual's office are charged to the Office of the Superintendent or prorated between the Service Areas concerned.
- 2323 Staff Relations and Negotiations Services. Those activities concerned with staff relations system-wide and the responsibilities for contractual negotiations with both instructional and non-instructional personnel.
- 2324 State and Federal Relations Services. Those activities of developing and maintaining good relationships with State and Federal officials.
- 2329 Other Executive Administration Services. Include other general administrative services which cannot be recorded under the preceding functions.
- 2400 Support Services-School Administration. Those activities concerned with overall administrative responsibility for a single school or a group of schools.
- 2410 Office of the Principal Services. Those activities concerned with directing and managing the operation of a particular school. It includes the activities performed by the Principal, Assistant Principals, and other assistants in general supervision of all operations of the school; evaluation of the staff members of the school; assignment of duties to staff members; supervision and maintenance

	of the records of the school; and coordination of school instructional activities with instructional activities of the LEA. It includes clerical staff for these activities.	2525	<u>Financial Accounting Services.</u> Those activities concerned with maintaining records of the financial operations and transactions of the school system. It includes such activities as accounting and interpreting financial transactions and account records.
2490	<u>Other Support Services-School Administration.</u> Include other school administration services which cannot be recorded under the preceding functions including graduation expenses.	2526	<u>Internal Auditing Services.</u> Those activities concerned with verifying the account records. It includes evaluating the adequacy of the internal control system, verifying and safeguarding assets; reviewing the reliability of the accounting and reporting systems; and ascertaining compliance with established policies and procedures.
2500	<u>Support Services - Business.</u> Activities concerned with purchasing, paying, transporting, exchanging, and maintaining goods and services for the LEA. Included are the fiscal, acquisition of facilities, operation and maintenance, and internal services for operating all schools.	2527	<u>Property Accounting Services.</u> Those activities concerned with preparing and maintaining current inventory records of land, buildings, and movable equipment. These records are to be used in equipment control and facilities planning.
2510	<u>Direction of Business Support Services.</u> Those activities concerned with directing and managing the Business Services Area.	2529	<u>Other Fiscal Services.</u> Includes fiscal services which cannot be classified under the preceding functions.
2520	<u>Fiscal Services.</u> Those activities concerned with the fiscal operations of the LEA. This function includes budgeting, receiving and disbursing, financial accounting, payroll, inventory control, and internal auditing.	2530	<u>Facilities Acquisition and Construction Services.</u> Those activities concerned with the acquisition of land and buildings; remodeling buildings; the construction of buildings and additions to buildings; initial installation or extension of service systems and other built-in equipment; and improvements to sites. Costs of these items are charged here.
2521	<u>Service Area Direction.</u> The activities of directing and managing the Fiscal Services Service Area. It includes the activities of the assistant superintendent, director, or business manager in directing and managing fiscal activities, including debt management (see 2321 for further clarification).	2531	<u>Service Area Direction.</u> The activities of directing and managing Facilities Acquisition and Construction Services.
2522	<u>Budgeting Services.</u> Activities concerned with supervising budget planning, formulation, control and analysis.	2532	<u>Land Acquisition and Development Services.</u> Activities concerned with the initial acquisition of sites and improvements thereon.
2523	<u>Receiving and Disbursing Funds Services.</u> Those activities concerned with taking in money and paying it out. It includes the current audit of receipts, the pre-audit of requisitions or purchase orders to determine whether the amounts are within the budgetary allowances, and to determine that such disbursements are lawful expenditures of the school or school system.	2533	<u>Architecture and Engineering Services.</u> The activities of architects and engineers related to land acquisition and improvement and to improvements to buildings.
2524	<u>Payroll Services.</u> Those activities concerned with making periodic payments to individuals entitled to remuneration for services rendered. Payments are also made for such payroll-associated costs as federal income tax withholding, retirement, and social security.	2534	<u>Educational Specifications Development Services.</u> Those activities concerned with preparing and interpreting to architects and engineers descriptions of specific space requirements for the various learning experiences of pupils to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development.

- 2535 Building Acquisition, Construction, and Improvements Services. Those activities concerned with building acquisition through purchase or construction and building improvements. It includes initial installation or extension of service systems and other built-in equipment as well as building additions.
- 2539 Other Facilities Acquisition and Construction Services. Include Facilities Acquisition and Construction activities which cannot be classified above.
- 2540 Operation and Maintenance of Plant Services. Those activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. This includes activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. Building Insurance should be charged to this function.
- 2541 Service Area Direction. The activities of directing and managing the operation and maintenance of the school plant facilities.
- 2542 Care and Upkeep of Buildings Services. Those activities concerned with keeping the physical plant clean and ready for daily use. It includes operating the heating, lighting, and ventilating systems, and repair and replacement of facilities and equipment.
- 2543 Care and Upkeep of Grounds Services. The activities of maintaining, in good condition, land and its improvements other than buildings.
- 2544 Care and Upkeep of Equipment Services. The activities of maintaining, in good condition, equipment owned or used by the school system. It includes such activities as servicing and repairing furniture, machines, and movable equipment.
- 2545 Vehicle Servicing and Maintenance Services (Other Than Buses). The activities of maintaining general purpose vehicles such as trucks, tractors, graders, and staff vehicles in good condition. It includes such activities as repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, fueling, and inspecting vehicles for safety, i.e., preventive maintenance.
- 2546 Security Services. Those activities concerned with maintaining order and safety in school buildings at all times, on the grounds and in the vicinity of schools. Included are police activities for school functions, traffic control on grounds and in the vicinity of schools.
- 2549 Other Operation and Maintenance of Plant Services. Include Operation and Maintenance of Plant Services which cannot be classified under the preceding Areas of Responsibility.
- 2550 Pupil Transportation Services. Those activities concerned with the conveyance of pupils to and from school, as provided by state law. It includes trips between home and school, or trips to school activities. (To separate trips for school activities, a cost per mile could be charged in memorandum accounting.)
- 2551 Service Area Direction. The activities of directing and managing the Pupil Transportation Services Service Area.
- 2552 Vehicle Operation Services. Activities of operating vehicles for pupil transportation from the time the vehicles leave the point of storage until they return to the point of storage. It includes fueling and driving buses or other pupil transportation vehicles.
- 2553 Monitoring Services. Those activities concerned with supervising pupils in the process of being transported between home and school and between school and school activities. These activities include supervision while in transit, while being loaded and unloaded, and directing traffic at the loading and unloading stations.
- 2554 Vehicle Servicing and Maintenance Services. Those activities of maintaining pupil transportation vehicles in good condition. It includes repairing vehicles, replacing vehicle parts, cleaning, painting, greasing, and inspecting vehicles for safety. Replacing a vehicle chassis or body individually is considered to be equipment and is charged to Capital Outlay.
- 2559 Other Pupil Transportation Services. Include Pupil Transportation Services which cannot be classified under the preceding Areas of Responsibility.
- 2560 Food Services. Those activities concerned with providing food to pupils and staff in a school or LEA. This Service Area includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities, and the delivery of food.

2561	<u>Service Area Direction.</u> Activities of directing and managing the Food Services Service Area.	2600	<u>Support Services - Central.</u> Activities, other than general administration, which support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information staff, statistical, and data processing services.
2562	<u>Food Preparation and Dispensing Services.</u> Those activities concerned with preparing and serving regular and incidental meals, lunches, or snacks to pupils and staff in a school or LEA. It includes cooking, operating kitchen equipment, preparing food, serving food, cleaning dishes, and storing dishes and kitchen equipment.	2610	<u>Direction of Central Support Services.</u> Activities concerned with directing and managing the central support services as a group.
2563	<u>Food Delivery Services.</u> The activities concerned with delivering food to the school or LEA.	2620	<u>Planning, Research, Development, and Evaluation Services.</u> Those activities, on a system-wide basis, associated with conducting and managing programs of planning, research, development, and evaluation for a school system.
2569	<u>Other Food Services.</u> Includes Food Services activities which cannot be classified under the preceding Areas of Responsibility including Lunch Room Supervisors.	2621	<u>Service Area Direction.</u> Those activities associated with directing and managing the Planning, Research, Development, and Evaluation Service Area.
2570	<u>Internal Services.</u> Those activities concerned with buying, storing, and distributing supplies, furniture, and equipment; and those activities concerned with duplicating and printing for the school system.	2622	<u>Development Services.</u> Those activities concerned with the evolving process of utilizing the products of research and considered judgment in the deliberate improvement of educational programs.
2571	<u>Service Area Direction.</u> The activities of directing and managing the Internal Services.	2623	<u>Evaluation Services.</u> Those activities concerned with ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established.
2572	<u>Purchasing Services.</u> The activities of purchasing supplies, furniture, equipment, and materials used in school or school system operation.	2624	<u>Planning Services.</u> Those activities concerned with the selection or identification of the overall, long-range goals, priorities, and objectives of the organization or program, and the formulation of various courses of action in terms of identification of needs and relative costs and benefits for the purpose of deciding on courses of action to be followed in striving to achieve these goals, priorities, and objectives.
2573	<u>Warehousing and Distributing Services.</u> The operation of the system-wide activities of receiving, storing, and distributing supplies, furniture, equipment, materials, and mail. It includes the pickup and transporting of cash from school facilities to the central administrative office, or bank, for control and/or deposit.	2625	<u>Research Services.</u> Those activities concerned with the systematic study and investigation of the various aspects of education, undertaken to establish facts and principles.
2574	<u>Printing, Publishing, and Duplicating Services.</u> The activities of printing and publishing administrative publications such as annual reports, school directory, and manuals. It also includes providing centralized services for duplicating school materials and instruments such as school bulletins, newsletters, and notices.	2629	<u>Other Planning, Research, Development, and Evaluation Services.</u> Other services of this nature not described above.
2579	<u>Other Internal Services.</u> Include other Internal Services which cannot be classified under the preceding functions.	2630	<u>Information Services.</u> Those activities concerned with writing, editing, and other preparation necessary to
2590	<u>Other Support Services - Business.</u> Support Services-Business other than those classified above.		

	disseminate educational and administrative information to pupils, staff, managers, or to the general public through direct mailing, the various news media, or personal contact.		physical examinations, referrals and emergency care.
2631	<u>Service Area Direction.</u> The activities of directing and managing Information Services.	2649	<u>Other Staff Services.</u> Include those staff services which cannot be classified under the preceding functions.
2632	<u>Internal Information Services.</u> Those activities concerned with writing, editing, and providing administrative information to pupils and staff.	2650	<u>Statistical Services.</u> Those activities concerned with manipulating, relating, and describing statistical information.
2633	<u>Public Information Services.</u> Those activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to the public through various news media or personal contact.	2651	<u>Service Area Direction.</u> Those activities concerned with directing and managing statistical services.
2634	<u>Management Information Services.</u> Those activities concerned with writing, editing, and other preparation necessary to disseminate to management the information needed about the operation of the LEA and about that needed from the community, state, and nation in order to make logical decisions.	2652	<u>Statistical Analysis Services.</u> Those activities concerned with determining the nature and relationships of data elements to arrive at conclusions and recommendations. This includes institutional, management, and program studies, such as cost/effectiveness, space utilization, and teaching load.
2639	<u>Other Information Services.</u> Those activities concerned with Information Services not classified above.	2653	<u>Statistical Reporting Services.</u> Those activities concerned with assimilating and writing statistical data into reports for further use. This includes the preparation of reports for internal as well as external use, such as questionnaires and data collection forms.
2640	<u>Staff Services.</u> Those activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruiting and placement, staff transfers, inservice training, health services, and staff accounting.	2659	<u>Other Statistical Services.</u> These include statistical services which cannot be classified under the preceding functions.
2641	<u>Service Area Direction.</u> The activities of directing and managing staff services.	2660	<u>Data Processing Services.</u> Those activities concerned with preparing data for storage, storing data, and retrieving them for reproduction as information for management and reporting.
2642	<u>Recruitment and Placement Services.</u> Those activities concerned with employing and assigning personnel for the LEA.	2661	<u>Service Area Direction.</u> Those activities concerned with directing and managing data processing services.
2643	<u>Staff Accounting Services.</u> Services rendered in connection with the systematic recording and summarizing of information relating to staff members employed by the LEA.	2662	<u>Systems Analysis Services.</u> Those activities concerned with the search for and an evaluation of alternatives which are relevant to defined objectives, based on judgment, and, wherever possible, on quantitative methods. Where applicable, they pertain to the development of data processing procedures or application to electronic data processing equipment.
2644	<u>Inservice Training for Non-Instructional Staff.</u> The activities developed by the LEA for training of non-instructional personnel in all classifications.	2663	<u>Programming Services.</u> Those activities concerned with the preparation of a logical sequence of operations to be performed, either manually or electronically, in solving problems or processing data and the preparation of coded instructions and data for such sequences.
2645	<u>Health Services.</u> Those activities concerned with medical, dental and nurse services provided for school district employees. Included are	2664	<u>Operations Services.</u> Those activities concerned with scheduling, main-

taining, and producing data. These activities include operating business machines and data processing machines.

2669 Other Data Processing Services. Those activities concerned with data processing which are not described above.

2690 Other Support Services - Central. Central services not classified above, such as workmen's compensation insurance, tort immunity insurance, burglary insurance.

2900 Other Supporting Services. Activities of any supporting service or classification of services, general in nature, which cannot be classified in the preceding functions, such as real estate taxes.

3000 Community Services. Community Services consist of those activities that are not directly relatable to providing education for pupils in a LEA. These include services provided by the LEA for the community as a whole or some segment of the community, such as community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities.

3100 Direction of Community Services. Activities concerned with directing and managing community services activities.

3200 Community Recreation Services. Those activities concerned with providing recreation for the community as a whole, or for some segment of the community. It includes such staff activities as organizing and supervising playgrounds, swimming pools, and other recreation programs for the community.

3300 Civic Services. Those activities of providing services to civic affairs or organizations. This includes services to parent-teacher association meetings, public forums, lectures, and civil defense planning.

3400 Public Library Services. Activities related to the operation of public libraries by a LEA, or the provision of library services to the general public through the school library. It includes such activities as budgeting and planning the library's collection in relation to the community, and informing the community of public library resources and services.

3500 Custody and Care of Children Services. Providing programs for the

custodial care of children in residential day schools, or child care centers which are not part of, or directly related to the instructional program, and where the attendance of the children is not included in the attendance figures for the LEA.

3600 Welfare Activities Services. Providing for the personal needs of individuals who have been designated as needy by an appropriate governmental entity. They include stipends for school attendance, salaries paid to pupils for work performed whether for the LEA or for an outside concern. For clothing, food, and other personal needs.

3700 Nonpublic School Pupils Services. Services to pupils attending a school established by an agency other than the state, subdivision of the state or the federal government, which usually is supported primarily by other than public funds. The services consist of such activities as those involved in providing instructional services, attendance and social work services, health services, and transportation services for nonpublic school pupils.

3900 Other Community Services. Services provided the community which cannot be classified under the preceding functions.

4000 Nonprogrammed Charges. Conduit-type (outgoing transfers) payments to other LEA's or administrative units in the state or in another state, and authorized transfers from one fund to another fund in the LEA.

4100 Payments to Other Governmental Units (within the state). Conduit-type payments to LEA's, generally for tuition and transportation, in the state for services rendered to pupils residing in the paying LEA. Where a governmental unit collects money from a non-operating district for the education of pupils from the non-operating district and pays it to an operating district, the non-operating district records such payments here. (These are not counted in state totals of expenditures.)

4200 Payments to Other Governmental Units (outside the state). These are conduit-type payments to LEA's outside the state for services rendered to pupils residing in the paying LEA's. These payments are generally for tuition and transportation. Where a governmental unit in one state collects money from a non-operating district for the education of pupils from the non-operating district and pays it to an operating

district in another state, the non-operating district records such payments here. (These are not counted in national totals of expenditures.)

- 4300 Permanent Transfer of Bond and Interest Fund. The transfer when bonds are paid in full and excess monies remain as authorized in Section 19-4 of The School Code of Illinois.
- 4400 Permanent Transfer of Working Cash Fund. The transfer to the Educational Fund when the Working Cash Fund is abolished as authorized in Section 20-8 of The School Code of Illinois.
- 4500 Permanent Transfer of Interest from Working Cash Fund. The permanent transfer of interest to the Educational or the Operations, Building, and Maintenance Funds from the Working Cash Fund as authorized in Section 20-5 of The School Code of Illinois.
- 4600 Permanent Transfer of Educational Fund. The permanent transfer to the Operations, Building, and Maintenance Fund of monies in restricted amounts by LEA's meeting certain conditions as authorized in Section 17-2A of The School Code of Illinois.
- 5000 Debt Services. The servicing of the debt of a LEA. Categories of debt services are listed under objects.
- 6000 Provision For Contingencies. This is not an account for recording entries, but the number would be used in the budget as a means of identifying the amount of the contingency provision.

Objects

Object means the service or commodity obtained as the result of a specific expenditure. There are eight object categories, each of which is further subdivided into subobjects. Following are definitions of the object and subobject categories:

<u>Code</u>	<u>Descriptor</u>		
100	<u>Salaries.</u> Amounts paid to employees of the LEA who are considered to be in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the LEA's.	213	<u>Federal Insurance Contributions Act.</u> Employers share paid by the LEA to the Illinois Municipal Retirement Fund for certificated or noncertificated employees social security.
		220	<u>Insurance.</u> Employer's share paid by the LEA.
		221	<u>Life Insurance.</u> Employer's share paid by the LEA for life insurance.
		222	<u>Medical Insurance.</u> Employer's share paid by the LEA for medical insurance.
		223	<u>Dental Insurance.</u> Employer's share paid by the LEA for dental insurance.
110	<u>Regular Salaries.</u> Full-time, part-time, and prorated portions of the costs for work performed by employees of the LEA who are considered to be in positions of a permanent nature.	224	<u>Workmen's Compensation Insurance.</u> Amounts paid by the LEA for workmen's compensation insurance.
		230	<u>Tuition Reimbursement.</u> Amount reimbursed by the LEA to any employee qualifying for tuition reimbursement based upon LEA policy.
120	<u>Temporary Salaries.</u> Full-time, part-time and prorated portions of the costs for work performed by employees of the LEA who are hired on a temporary or substitute basis to perform work in positions of either temporary or permanent nature.	300	<u>Purchased Services.</u> Amounts paid for personal services rendered by personnel who are not on the payroll of the LEA, and other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired results.
130	<u>Overtime Salaries.</u> Amounts paid to employees of the LEA in positions of either a temporary or permanent nature for work performed in addition to the normal work period for which the employee is compensated under Regular Salaries and Temporary Salaries above. The terms of such payment for overtime is a matter of state and local regulations and interpretation.	310	<u>Professional and Technical Services.</u> Services which by their nature can be performed only by persons with specialized skills and knowledge. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.
200	<u>Employee Benefits.</u> Amounts paid by the LEA in behalf of employees; these amounts are not included in the gross salary, but are over and above. Such payments are fringe benefit payments; and, while not paid directly to employees, nevertheless are part of the cost of salaries and benefits.	311	<u>Instruction Services.</u> Nonpayroll services performed by qualified persons directly engaged in providing learning experiences for pupils. Included are services of teachers and paraprofessional personnel and "Performance Contract" activities.
		312	<u>Instructional Program Improvement Services.</u> Services performed by persons qualified to assist teachers and supervisors enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., not on the payroll.
210	<u>Retirement.</u> Amounts paid by the LEA for employees' retirement.	313	<u>Pupil Services.</u> Nonpayroll services of qualified personnel to assist pupils and their parents in solving mental and physical problems to supplement the teaching process.
211	<u>Teachers' Retirement.</u> Amounts paid by the LEA to the Illinois Teachers' Retirement System for certificated employees who are on sabbatical leave or whose salaries are reimbursed from a federal program.	314	<u>Staff Services.</u> Services performed by qualified personnel to assist in
212	<u>Municipal Retirement.</u> Employer's share paid by LEA to the Illinois Municipal Retirement Fund for noncertificated employees retirement.		

- employing and assigning staff. This category includes specialists in personnel counseling and guidance.
- 315 Management Services. Services performed by persons qualified to assist management either in the broad policy area or in the general operation of the LEA. This category includes consultants, individually or as a team, to assist the chief executive in conference or through systematic studies.
- 316 Data Processing Services. Services performed by persons, organizations, or another agency qualified to process data. This category includes those data processing services purchased from another agency or concern or specialists who are contracted to perform a specific task on a short time basis.
- 317 Statistical Services. Nonpayroll services performed by persons or an organization qualified to assist in handling statistics. This category includes special services for analysis, tabulations, or similar work.
- 318 Board of Education Services. Services performed by qualified persons to assist the governing body of the LEA in its particular activities. This category includes the specialized services of legal counsel, counseling the body in employing a chief executive officer, counsel on tax policy, and auditing services.
- 319 Other Professional and Technical Services. Services which are professional and technical in nature which have not been classified above, such as athletic officials, service charges on long-term debt, and administrative charges billed by co-ops.
- 320 Property Services. Services purchased to operate, repair, maintain, insure, and rent property owned and/or used by the LEA. These services are performed by persons other than LEA employees.
- 321 Public Utilities Services. Expenditures for services usually provided by public utilities such as water, sewerage, electricity, gas, and garbage collection. This includes those same services whether the utility company is public or private. Costs for telephone and telegraph are not included here, but are included in Communication.
- 322 Cleaning Services. Services purchased to clean property other than those provided by LEA employees, such as garbage and trash removal.
- 323 Repairs and Maintenance Services. Expenditures for repairs and maintenance services are not provided directly by LEA personnel. This includes contracts and agreements covering the upkeep of grounds, buildings, and equipment. Costs for new construction, renovating and remodeling are not included here, but are considered under Capital Outlay.
- 324 Property Insurance. Expenditures for insurance on any type property owned or leased by the LEA.
- 325 Rentals. Expenditures for leasing or renting land, buildings, and equipment for both temporary and long-range use of the LEA. This includes bus and other vehicle rental when operated by local LEA, lease of data processing equipment, lease-purchase arrangements, and similar rental agreements. Costs for single agreements covering equipment as well as operators are not included here, but are considered elsewhere under Purchased Services (see Transportation, Printing and Binding, Public Utility Services, Repairs and Maintenance Services).
- 329 Other Property Services. Property Services purchased which are not classified above.
- 330 Transportation Services. Expenditures for transporting children to school and official travel of LEA employees.
- 331 Pupil Transportation. Expenditures to persons or agencies for the purpose of transporting children to school. These include those expenditures to individuals who transport themselves or their own children or to those children for reimbursement of transportation expenses on public carrier. Expenditures for the rental of buses which are operated by personnel on the LEA payroll are not recorded here; they are recorded under Purchased Services - Rentals.
- 332 Travel. Expenditures for transportation, meals, hotels, and other expenses associated with traveling or business for the LEA. Payments for Per Diem in lieu of reimbursements for subsistence (room and board) also are charged here.
- 339 Other Transportation Services. Transportation services other than those classified above.
- 340 Communication. Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph serv-

ices as well as postage machine rental and postage.

350

Advertising. Expenditure for printed or broadcasted announcements in professional periodicals and newspapers or by way of radio and television networks. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment sales, and sale of other objects. Costs for professional fees for advertising or public relations services are not recorded here but are charged to professional services.

360

Printing and Binding. Expenditures for job printing and binding, usually according to specifications of the LEA. This includes the design and printing of forms and posters as well as printing and binding of LEA publications. Preprinted standard forms are not charged here, but are recorded under Supplies and Materials.

390

Other Purchased Services. Expenditures for all other purchased services not included above, such as election judges.

400

Supplies and Materials. Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

It should be noted that a more thorough classification of expenditures will be achieved by identifying the object with the function, for example, the type of supplies, such as audio-visual supplies or classroom teaching supplies. Should greater detail be desired the expenditure classification may include subject matter area: mathematics.

For evaluation of a particular supply object, supplies can be broken into subdivisions such as food and other supplies in the Food Service Program. To determine the merit of prepared food versus raw food, two further breakouts could be used: (1) food prepared for serving and (2) unprepared food.

410

Supplies. Expenditures for ALL supplies for the operation of a LEA, including workbooks, freight, and cartage. Included are coal and wood used for heating purposes. If such supplies are handled for resale to pupils, only the net cost of supplies is recorded here.

420

Textbooks. Expenditures for prescribed books which are purchased for pupils or groups of pupils, and resold or furnished free to them. This category includes the cost of textbooks binding or repairs, as well as the net amount of textbooks which are purchased to be resold or rented.

430

Library Books. Expenditures for regular or incidental purchases of library books available for general use by students, including any reference books, even though such reference books may be used solely in the classroom. Also recorded here are costs of binding or other repairs to school library books. The initial purchase of books for a new school library or any materials accessions involving an expansion of the library are recorded under Capital Outlay as 560.

440

Periodicals. Expenditures for periodicals and newspapers for general use by the school library. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period.

450

Warehouse Inventory Adjustment. Expenditures which are the result of a deficit usually found in an audit or count of items held in a store or warehouse inventory. Expenditures for the purchase of these items are generally debited to an Asset account, Inventory of Supplies, and are charged to the proper appropriation as they are requisitioned. Only a loss should be charged to this account. If the physical inventory reflects an overage in items, the excess is debited to the Asset account, Inventory and Supplies.

490

Other Supplies and Materials. Expenditures for all Other Supplies and Materials not included above.

500

Capital Outlay. Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings; improvements of grounds; construction of buildings; additions to buildings; remodeling of buildings; initial equipment; additional equipment; and replacement of equipment.

In the original Handbook II, Capital Outlay was treated primarily as a Service Area, or function, rather than an object. Hence, it was important to differentiate between Capital Outlay and Maintenance of Plant.

	In this version, Capital Outlay is an object, or what is purchased. Using the multidimensional coding structure, Capital Outlay may be related to all Functions and Subject Matter Areas should it be so desired.	590	<u>Other Capital Outlay.</u> Expenditures for all other Capital Outlay not classified above.
	For clarification of Maintenance Costs and Improvement Costs see Operation and Maintenance of Plant, and Facilities Acquisition and Construction.	600	<u>Other Objects.</u> Amounts paid for goods and services not otherwise classified above. This includes expenditures for the retirement of debt, the payment of interest on debt, payments to a housing authority, and the payment of dues and fees.
510	<u>Land.</u> Expenditures for the purchase of land.	610	<u>Redemption of Principal.</u> Expenditures which are from current funds to retire serial bonds, long-term loans of more than five years, and short-term loans of less the five years.
520	<u>Buildings.</u> Expenditures for acquiring buildings and additions, either existing or to be constructed. Included are expenditures for installment or lease payments (except interest) which have a terminal date and result in the acquisition of buildings, except payments to public school housing authorities or similar agencies. Expenditures for major permanent structural alterations and the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other service systems in existing buildings are included also.	620	<u>Interest.</u> Expenditures from current funds for interest on serial bonds, tax anticipation notes, tax anticipation warrants and teachers' orders.
		621	<u>Anticipation Warrants Interest.</u> Expenditures for interest on anticipation warrants.
		622	<u>Anticipation Notes Interest.</u> Expenditures for interest on anticipation notes.
		623	<u>Teacher's Orders Interests.</u> Expenditures for interest on teachers orders.
530	<u>Improvements Other Than Buildings.</u> Expenditures for the initial and additional improvement of sites and adjacent ways after acquisition by the LEA, consisting of such work as grading, landscaping, seeding, and planting of shrubs and trees; constructing new sidewalks, roadways, retaining walls, sewers and storm drains; installing hydrants; initial surfacing and soil treatment of athletic fields and tennis courts; furnishing and installing for the first time, fixed playground apparatus, flagpoles, gateways, fences, and underground storage tanks which are not parts of building service systems; and demolition work. Special assessments against the LEA for capital improvements such as streets, curbs, and drains are also recorded here.	624	<u>Bonds Interest.</u> Expenditures for interest on bonds.
		629	<u>Other Interest.</u> Expenditures for all other interest.
		630	<u>Housing Authority Obligations.</u> A public school housing authority is a public corporation or quasi-public corporation having power to perform one or more of the following functions: issue authority bonds for public school purposes, construct public school buildings, lease public school buildings to local public school administrative units, or transfer title to such units. All expenditures of this nature are classified in this category.
		640	<u>Dues and Fees.</u> Expenditures or assessments for membership in professional or other organizations or associations or payments to a paying agent for services rendered.
540	<u>Equipment.</u> Expenditures for the initial, additional, and replacement items of equipment, such as furniture and machinery. In order to differentiate between initial or additional equipment purchases and replacement equipment purchase it is recommended that sub-accounts be established with those titles.	650	<u>Insurance and Judgments.</u> Insurance to protect school board members and their employees against loss due to accident or neglect.
550	<u>Vehicles.</u> Expenditures for the purchase of conveyances to transport persons or objects.	651	<u>Liability Insurance.</u> Expenditures for insurance coverage of the LEA, or its officers, against losses resulting from judgments awarded against LEA, except pupil transportation insurance. Also, recorded here are

any expenditures (not judgments) made in lieu of liability insurance. Payments of judgments awarded against the LEA and not covered by insurance are recorded under 653, Judgments Against the LEA. Pupil transportation insurance is charged to Function 2550, Pupil Transportation Services.

652

Fidelity Bond Premiums. Expenditures for bonds guaranteeing the LEA against losses resulting from the actions of the treasurer, employees, or other persons of the LEA. Also recorded here are any expenditures (not judgments) made in lieu of fidelity bonds.

653

Judgments Against the LEA. Expenditures from current funds for all judgments (except as indicated) against the LEA that are not covered by liability insurance, but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the LEA resulting from failure to pay bills or debt service are recorded under the appropriate expenditure accounts as though the bills or debt service had been paid when due.

654

Workmen's Compensation Insurance. Amounts paid by the LEA for workmen's compensation insurance.

659

Other Insurance and Judgments. Payments for insurance and judgments are classified elsewhere.

690

Miscellaneous Objects. Other objects which cannot be classified elsewhere. Included are taxes on real estate owned by the LEA.

700

Transfers. This object category does not represent a purchase; rather, it is used as an accounting entity to show that funds have been handled without having services in return. Included here are transactions for interchanging money from one fund to the other and for transmitting flow-through funds to the recipient (person or agency).

710

Fund Modifications. This category represents transactions of conveying money from one fund to another. Generally this takes the form of payments from the Educational Fund to some other fund and should be so recorded. They are not recorded as expenditures.

720

Transits. This category represents transactions which are transit or flow-through means to convey money to the recipient (person or agency). This includes transactions which

place grants-in-aid, special grants (stipends), and tuition and transportation for other LEA use, in the hands of the user.

790

Other Transfers. This category is to be used for those transfer transactions which cannot be identified in the above classifications.

800

Tuition. Expenditures to reimburse other educational agencies for services rendered to students residing in the legal boundaries described for the paying LEA.

APPENDIX C

COST COMPONENT

PROGRAM DOCUMENTATION

12

DOCUMENTATION REFERENCES

Types

Reference Programs

Input Cards

1. School Selection Card
2. District Cost Differential Options
3. Administrative Center Indirect Cost Card
4. Attendance Center Indirect Cost Card
5. Attendance Center Direct Cost Card

CD 001
CD 002
CD 002
CD 002
CD 002

Files

1. Course/Program
2. School
3. Input Costs
4. Indirect Rate
5. Program Costs

CD 001, 004
CD 001, 004
CD 002, 003, 004
CD 003, 004
CD 004, 005, 006

Reports

1. Direct Cost Collection
2. Cost Card Edit and Error List
3. Indirect Cost Rate Development
4. Cost Comparison
5. Program/Course Cost Comparison

CD 001
CD 002
CD 003
CD 004
CD 006

Programs

1. Print Direct Cost Collection Report
2. Edit Cost Collection Cards
3. Develop Indirect Cost Rates
4. Print Cost Comparison Report
5. Sort Program Cost File
6. Print Program/Course Costs Comparison

CD 001
CD 002
CD 003
CD 004
CD 005
CD 006

SCHOOL SELECTION CARD

<u>Card Column</u>	<u>Characteristics</u>	<u>Data Element</u>
1-6	6N	School Number
7-9	3AN	Blank or 'All'
10-80	81	Blanks

DISTRICT COST DIFFERENTIAL OPTION CARD

<u>Card Column</u>	<u>Characteristics</u>	<u>Data Element</u>
1 - 4	3N, 1A	District Number
5 - 10	6N	Administrative Center (All zeros)
11 - 14	4N	Function Code (All zeros)
15	1N	Administrative Center Option
16	1N	Indirect Cost Option (1-2)
17 - 19	3N	Indirect Cost Rate
20	1N	Fringe Benefit Option (1-2)
21 - 23	3N	Fringe Benefit Rate
24	1N	Depreciation Rate Option (1-2)
25 - 26	2N	Specific Years
27	1N	Cost Calculation Option (1-4)
28	1N	Function Code Option (1-7)
29 - 79		Blank
79 - 80	1N, 1A	Card Code, 1A

ADMINISTRATIVE CENTER INDIRECT COSTS CARDS

<u>Card Column</u>	<u>Characteristics</u>	<u>Data Element</u>
1 - 4	3N, 1A	District Number
5 - 10	6N	Administrative Center
11 - 14	4N	Function
15 - 20	6N	District Enrollment
21 - 30	10N	Salary
31 - 40	10N	Benefits
41 - 50	10N	Purchased Services
51 - 60	10N	Supplies/Materials
61 - 78		Blanks
78	1A	Maintenance Code C=replace, D=delete
79 - 80	1N, 1A	Card Code, 2A
1 - 4	3N, 1A	District
5 - 10	6N	Administrative Center
11 - 14	4N	Function
15 - 25	11N	Capital/Equipment
26 - 35	10N	Others
36 - 45	10N	Transfers
46 - 55	10N	Tuition
56 - 78		Blanks
78	1A	Maintenance Code C=replace, D=delete
79 - 80	1N, 1A	Card Code, 2B

ATTENDANCE CENTER INDIRECT COST CARDS

<u>Card Column</u>	<u>Characteristics</u>	<u>Data Element</u>
1 - 4	3N, 1A	District Number
5 - 10	6N	Attendance Center
11 - 14	4N	Function
15 - 20	6N	School Enrollment
21 - 24	4N	Sections
25 - 34	10N	Salary
35 - 44	10N	Benefits
45 - 54	10N	Purchased Services
55 - 64	10N	Supplies/Materials
65 - 77		Blanks
78	1A	Maintenance Code C=replace, D=delete
79 - 80	1N, 1A	Card Code, 3A
1 - 4	3N, 1A	District Number
5 - 10	6N	Attendance Center
11 - 14	4N	Function
15 - 25	11N	Capital/Equipment
26 - 35	10N	Others
36 - 45	10N	Transfers
46 - 55	10N	Tuition
56 - 77		Blanks
78	1A	Maintenance Code C=replace, D=delete
79 - 80	1N, 1A	Card Code, 3B

ATTENDANCE CENTER DIRECT COST CARDS

<u>Card Column</u>	<u>Characteristics</u>	<u>Data Element</u>
1 - 4	3N, 1A	District Number
5 - 10	6N	Attendance Center
11 - 14	4N	Function
15 - 20	6N	O.E. Program
21 - 23	3N	Program
24 - 26	3N	Course
27 - 30	4N	Enrollment
31 - 32	2N	Sections
33 - 42	10N	Salary
43 - 52	10N	Benefits
53 - 62	10N	Purchased Services
63 - 72	10N	Supplies/Materials
73 - 77		Blanks
78	1A	Maintenance Code C=replace, D=delete
79 - 80	1N, 1A	Card Code, 4A
1 - 4	3N, 1A	District Number
5 - 10	6N	Attendance Center
11 - 14	4N	Function
15 - 20	6N	O.E. Program
21 - 23	3N	Program
24 - 26	3N	Course
27 - 37	11N	Capital/Equipment
38 - 47	10N	Others
48 - 57	10N	Transfers
58 - 67	10N	Tuition
68 - 77		Blanks
78	1A	Maintenance Code C=replace, D=delete
79 - 80	1N, 1A	Card Code, 4B

INPUT COSTS FILE

Four record types are possible
Records contain 120 characters
File organization is sequential

<u>Field #/Position</u>	<u>Characters</u>	<u>Data Element</u>
1. 1 - 4	3N, 1A	District Number
2. 5	1N	Record Type, 1
3. 6 - 11	6N	Administrative Center, zeros
4. 12 - 15	4N	Function Code, zeros
5. 16	1N	Administrative Center Option, range 1-2
6. 17	1N	Indirect Cost Option, range 1-2
7. 18 - 20	3N	Indirect Cost Rate, percentage
8. 21	1N	Fringe Benefit Option, range 1-2
9. 22 - 24	3N	Fringe Benefit Rate, percentage
10. 25	1N	Depreciation Rate Option, range 1-7
11. 26 - 27	2N	Specific Years, range 01-99
12. 28	1N	Cost Calculation Option, range 1-4
13. 29	1N	Function Code Option, range 1-7
14. 30 - 120	91N	Filler
Total	120	

<u>Field #/Position</u>	<u>Characters</u>	<u>Data Element</u>
1. 1 - 4	3A, 1N	District Number
2. 5	1N	Record Type, 2
3. 6 - 11	6N	Administrative Center
4. 12 - 15	4N	Function Code, range 2xxx - 6xxx
5. 16 - 21	6N	District Enrollment
6. 22 - 31	10N	Salary (dollars and cents)
7. 32 - 41	10N	Benefits (dollars and cents)
8. 42 - 51	10N	Purchased Services (dollars and cents)
9. 52 - 61	10N	Supplies/Materials (dollars and cents)
10. 62 - 72	11N	Capital/Equipment (dollars and cents)
11. 73 - 82	10N	Others (dollars and cents)
12. 83 - 92	10N	Transfers (dollars and cents)
13. 93 - 102	10N	Tuition (dollars and cents)
14. 103 - 120	18	Filler
Total	120	

<u>Field #/Position</u>	<u>Characters</u>	<u>Data Element</u>
1. 1 - 4	3N, 1A	District Number
2. 5	1N	Record Type, 3
3. 6 - 11	6N	Attendance Center Number
4. 12 - 15	4N	Function Code, range 2xxx - 6xxx
5. 16 - 21	6N	School Enrollment
6. 22 - 25	4N	Sections
7. 26 - 35	10N	Salary (dollars and cents)
8. 36 - 45	10N	Benefits (dollars and cents)
9. 46 - 55	10N	Purchased Services (dollars and cents)
10. 56 - 65	10N	Supplies/Materials (dollars and cents)
11. 66 - 76	11N	Capital/Equipment (dollars and cents)
12. 77 - 86	10N	Others (dollars and cents)
13. 87 - 96	10N	Transfers (dollars and cents)
14. 97 - 106	10N	Tuition
15. 107 - 120	14N	Filler
Total	120	

<u>Field #/Position</u>	<u>Characters</u>	<u>Data Element</u>
1. 1 - 4	3N, 1A	District Number
2. 5	1N	Record Type, 4
3. 6 - 11	6N	Attendance Center Number
4. 12 - 15	4N	Function Code, 1xxx
5. 16 - 21	6N	O.E. Program Number
6. 22 - 24	3N	Program Number
7. 25 - 27	3N	Course Number
8. 28 - 31	4N	Enrollment
9. 32 - 33	2N	Sections
10. 34 - 43	10N	Salaries (dollars and cents)
11. 44 - 53	10N	Benefits (dollars and cents)
12. 54 - 63	10N	Purchased Services (dollars and cents)
13. 64 - 73	10N	Supplies/Materials (dollars and cents)
14. 74 - 84	11N	Capital/Equipment (dollars and cents)
15. 85 - 94	10N	Others (dollars and cents)
16. 95 - 104	10N	Transfers (dollars and cents)
17. 105 - 114	10N	Tuition (dollars and cents)
18. 115 - 120	6N	Filler
Total	120	

INDIRECT RATE FILE

Record contains 40 characters
File organization is sequential

<u>Field #/Positions</u>	<u>Characteristics</u>	<u>Data Element</u>
1. 1 - 4	3N, 1A	District Number
2. 5 - 10	6N	Administrative Center Number
3. 11 - 16	6N	Attendance Center Number
4. 17 - 19	3N	Indirect Cost Rate
5. 20 - 22	3N	Benefit Cost Rate
6. 23 - 27	5N	Attendance Center Burden Rate
7. 28 - 40	13	Filler
Total	40	

PROGRAM COST FILE

Record contains 160 characters
File organization is sequential

<u>Field #/Positions</u>	<u>Characteristics</u>	<u>Data Element</u>
1. 1 - 4	3N, 1A	District Number
2. 5 - 10	6N	School (Attendance Center)
3. 11 - 13	3N	Program
4. 14 - 16	3N	Course
5. 17 - 21	5N	Per Pupil Cost
6. 22 - 31	10N	Total Program/Course Cost
7. 32 - 41	10N	Salary Cost
8. 42 - 51	10N	Benefit Cost
9. 52 - 61	10N	Purchased Services Cost
10. 62 - 71	10N	Supplies/Materials Cost
11. 72 - 82	11N	Capital/Equipment Cost
12. 83 - 92	10N	Other Cost
13. 93 - 102	10N	Transfer Cost
14. 103 - 112	10N	Tuition Cost
15. 113 - 122	10N	Allocated Indirect Cost
16. 123 - 125	3N	County
17. 126 - 127	2N	Region
18. 128 - 152	25A	Program/Course Name
19. 153 - 160	8N	Filler
Total	160	

Program: CD 001, Print Direct Cost Collection Report

Purpose: This program prints a report suitable for reporting direct cost data on all programs at a school. Both vocational and non-vocational programs may be included.

Inputs:

Course Program File

School File

Selection Card

Outputs:

Direct Cost Collection Report

Processing Requirements:

The selection card will indicate two options. First, if single or multiple attendance centers are to be printed and second, if all programs or only vocational programs are to be provided for.

The titles to be printed on the report for the various programs are:

- 1100 - Regular Instruction
- 1200 - Special Programs
- 1300 - Adult/Continuing Education
- 1400 - Vocational Programs

All indirect costs will be collected on another input form.

If all programs are selected, print 20 (twenty) pages for each of the program runs 1100, 1200, 1300. Headings only will be printed.

Vocational program data 1400 will come from the program course file for each attendance center. Select the program number, course number and associated O.E. program number from the file and print this data in the appropriate positions in the report. Accumulate the number of sections and print this also. All other fields will be completed at the school. School names can be found in the school file. Consecutively number the pages for each school (Attendance Center).

Program: CD 002, Edit Cost Collection Cards

Purpose: To perform edit checks and option edits on District Cost Collection Cards to ensure their correctness and completeness prior to developing cost differentials.

Inputs:

District Cost Collection Cards

Input Costs File

Outputs:

Cost Card Edit and Error List

Input Costs File

Processing Requirements:

Each school district participating in the cost differential collection and calculation process must input a set of cost collection cards. Card types 1-4 are possible.

1. Type 1A is the district option card and must be present.
2. Type 2A, 2B are the district administrative center indirect costs and are optional. They must be present if administrative option in Card 1A is equal to 1. Multiple 2A, 2B cards may be present. The function code field will be different for each pair of 2A, 2B cards. Any function except lxxx is possible. Also check function code option of card type 1A to include or exclude certain functions.

Possible functions are:

- 2xxx - Support Services
- 3xxx - Community Services
- 4xxx - Non-Programmed Services
- 5xxx - Debt Services
- 6xxx - Provision for Contingencies

3. Type 3A and 3B are the attendance center indirect cost cards and must be present for each attendance center. Any function except lxxx is possible. Multiple 3A and 3B may be present for multiple functions. See two above for functions and possible exclusions.

Note: If the Indirect Cost Option in card 1A is equal to 1 an indirect cost rate will be used and card types 2 and 3 are not required. If present, ignore these cards.

An additional option in card 1A allows a fringe benefit rate to be used rather than actual fringe cost dollars. If this field of the card 1A is equal to 1, a benefit rate must be in card 1A and dollars in the benefits field of cards 2A, 3A and 4A will be ignored.

4. Types 4A and 4B are used for direct cost collection at the Attendance Center level. Function codes in these cards must be in the format lxxx. Other codes are for indirect cost and are rejected here. The cost calculation option in card 1A describes the level of detail necessary in the 4 cards.

- | | | | |
|------------|--|---|--|
| Option 1 - | Function 14xx only, course field numeric. | - | Functions 12xx Special |
| Option 2 - | Function 14xx only, course field blank. | - | Functions 13xx Adult/Continuing |
| Option 3 - | Functions 11xx Regular | - | Functions 14xx Vocational course field numeric |
| | - Functions 12xx Special | | |
| | - Functions 13xx Adult/Continuing | | |
| | - Functions 14xx Vocational course field blank | | |
| Option 4 - | Functions 11xx Regular | | |
5. If the 1A card is not present, reject the complete set for a district. Missing 2, 3 or 4 cards or errors should not reject the complete set. Edit the sets, develop a district record with the good data and print the errors found on the edit report.
6. Listed below are the edit criteria to be applied to each field of each input card type.

a. Card 1A

<u>Element</u>	<u>Composition</u>	<u>Edits</u>
1) District Number	3N, 1A	- A/N on field - All cards in set must be equal
2) Administrative Center Option	1N	- Must be equal to 1 or 2
3) Indirect Cost Option	1N	- Must be equal to 1 or 2 - If equal to 1, next field must be numeric
4) Indirect Cost Rate	3N	- Must be numeric if option equal to 1 - Blank if option equal to 2
5) Fringe Benefit Rate	1N	- Must be equal to 1 or 2 - If equal to 1, next field must be numeric
6) Fringe Benefit Rate	3N	- Must be numeric if option equal to 1 - Blank if option equal to 2
7) Depreciation Rate	1N	- Must be numeric, range 1-7 - If equal to 6, next field must be numeric
8) Specific Years	2N	- Must be numeric if previous field equals 6, otherwise blank
9) Cost Calculation Option	1N	- Must be numeric, range 1-4
10) Function Code Option	1N	- Must be numeric, range 1-8

b. Card 2A and 2B

<u>Element</u>	<u>Composition</u>	<u>Edits</u>
1) District	3N, 1A	- A/N on field
2) Administrative Center	6N	- Must be numeric
3) Function	4N	- Must be numeric
		- 1st digit range 2-6
		- Based on function code option on 1 card.
4) District Enrollment	6N	- Must be numeric
5) Salary Expense	10N	- Must be numeric
6) Benefit Cost	10N	- Must be numeric or blank
7) Purchased Services	10N	- Must be numeric or blank
8) Supplies/Materials	10N	- Must be numeric or blank
9) Capital/Equip.	11N	- Must be numeric or blank
10) Other	10N	- Must be numeric or blank
11) Fund Transfer	10N	- Must be numeric or blank
12) Tuition	10N	- Must be numeric or blank

If the indirect cost option in card 1A is equal to 1, 2A card will only contain district, administrative center, zeros in function and district enrollment. Card 2B is not needed if indirect cost option is equal to 1.

c. Card 3A and 3B

<u>Element</u>	<u>Composition</u>	<u>Edits</u>
1) District	3N, 1A	- A/N on field
2) Attendance Center	6N	- Must be numeric
3) Function	4N	- Must be numeric
		- 1st digit range 2-6
		- Based on function option in 1A card
4) School Enrollment	6N	- Must be numeric
		- Must be present in one 3A card
5) Sections	4N	- Must be numeric
		- Must be present in one 3A card
6) Salary	10N	- Must be numeric
7) Benefits	10N	- Must be numeric or blank
8) Purchased Services	10N	- Must be numeric or blank
9) Supplies/Materials	10N	- Must be numeric or blank
10) Capital/Equip.	11N	- Must be numeric or blank
11) Other	10N	- Must be numeric or blank
12) Transfers	10N	- Must be numeric or blank
13) Tuition	10N	- Must be numeric or blank

If the indirect cost option in the 1A card contains a 1, only district, attendance center, zeros in function, school enrollment and sections elements must be completed in a 3A card.

d. Card 4A and 4B

<u>Element</u>	<u>Composition</u>	<u>Edits</u>
1) District	3N, 1A	- A/N on field
2) Attendance Center	6N	- Must be numeric
3) Function	4N	- Must be numeric
		- 1st digit must be 1
		- If cost calculation option of card 1A is 1 or 2, second digit of function must be a 4
		- If cost calculation option of card 1A is 3 or 4, second digit of function can be 1, 2, 3, or 4.
4) O.E. Program	6N	- Must be numeric
5) Program	3N	- Must be numeric
6) Course	3N	- If cost calculation option of card 1A is 1 or 4 must be numeric, otherwise may contain zeros.
7) Enrollment	4N	- Must be numeric
8) Sections	2N	- Must be numeric
9) Salary	10N	- Must be numeric
10) Benefits	10N	- Must be numeric
		- Blank if benefits option is equal to 1
11) Purchased	10N	- Must be numeric or blank
12) Supplies/Materials	10N	- Must be numeric or blank
13) Capital/Equip.	11N	- Must be numeric or blank
14) Other	10N	- Must be numeric or blank
15) Transfers	10N	- Must be numeric or blank
16) Tuition	10N	- Must be numeric or blank

7. Edit each District's input cards and print appropriate error messages for all errors found. Build records for each District based on the file layouts for the Input Costs File.
8. Skip to a new page on a change in District number.
9. Input sequence of the cards will be major to minor District, Center Number, Function, Card Code.
10. Valid records will be written to the input cost file.
11. Resubmission of error cards will require only the submission of the corrected card. This will be matched with the district records on the input list file and inserted in its proper place.
12. Card types 2A, 2B, 3A, 3B, 4A, 4B may contain a maintenance code in column 78. This code allows the replacing or deleting of a particular sub record. Input cards containing the maintenance code will be edited, and if correct will either replace or delete a subrecord. Replace cards will be completely filled out. Delete cards may contain only file key data.

2A & 2B - Dist, Adm #, Function, Maintenance Code and Card Code

3A & 3B - Dist., Attn. Center, Function, Maintenance Code and Card Code

4A & 4B - Dist., Attn. Center, Function, Program Course, Maintenance Code and Card Codes

Display the new record contents for replaces and indicate replace in the error message field.

Display the deleted record contents for deletes and indicate delete in the error message field.

Program: CD003 Develop Indirect Cost Rates

Purpose: This program is used to develop indirect cost rates for administrative and attendance centers. These rates will be used by subsequent processing to develop indirect cost amounts for various program/course combinations.

Inputs:

Input Cost File

Outputs:

Indirect Cost Rate Development Report

Indirect Cost Rate Development Report

Indirect Rate File

Processing Requirements:

Four Calculations may be required for each district's Input Cost File records. These calculations are:

1. Benefit Amount If the type one district record indicates a benefit rate is available, develop the benefit amount for each type two and type three record by multiplying the salary field by the benefit rate and putting the resulting amount in the benefit field of the appropriate type two or type record.
2. Depreciation Calculation If the Depreciation Rate option of a district's type one record is equal to 7 no calculation is necessary. The capital/equipment field of type two and type three records contains the annual expense amount. If Depreciation rate option of a district's type one record is equal to 1-6, the code represents a number of years that the dollar amount in the capital/equipment field of type two and type three records must be depreciated.

Code	Years
1	5
2	10
3	15
4	20
5	25
6	- (See specific year's field of type 1.)

Divide the amount in the Capital/Equipment field by the number of years specified. The result is to replace the contents of the Capital/Equipment field in the two or three record. This calculation is performed for each two and three record of a district.

3. Administrative Burden Rate This rate is developed for each type two record of a district if the Administrative Center Option field of the type one district record is equal to 1, and the Indirect Cost Option field of the type one district record is equal 2. The calculation is performed by adding all eight dollar fields of all two cards containing the same administrative number to develop a total indirect cost amount for the administrative center. Divide this total figure by the District Enrollment field from the appropriate type two card. The resulting figure is the administrative indirect burden rate.
4. Attendance Center Burden Rate There may be multiple attendance centers for each district. Type three cards

contain attendance center indirect costs. If the indirect cost option of the type one record for the district is equal to 2, add the eight dollar fields for all type three records of an attendance center to develop a total attendance center indirect cost amount. Multiply the developed administrative burden rate times the school enrollment to develop the allocated administrative cost for the attendance center. Add this figure to the other attendance center costs to develop total indirect costs. Divide this amount by the number of sections field contained in the first type three record of the attendance center. The resulting figure is the Attendance Center Burden Rate.

Build output records for the Indirect Rate file after each calculation of an Administrative burden or Attendance Center Burden Rate. The Indirect Rate File will contain one record for each attendance center in the district. If an indirect rate is specified for a district this record will have only district number (field one) and indirect cost rate (field four) contains significant digits. All other fields will be zero-filled. Additionally if a benefit rate is specified in the type one record move the benefit rate to the created Indirect Rate File.

Program: CD 004 Print Cost Comparison Report

Purpose: This program is used to develop indirect cost charges to programs/courses and to produce the Cost Comparison Report displaying developed per-pupil costs of each program/course.

Inputs:

School File
Program/Course File
Input Cost File
Indirect Rate File

Outputs:

Cost Comparison Report
School Program/Course Cost File

Processing Requirements:

Each type four record on the Input Cost File is used to produce a per-student cost figure for that particular combination of program/course. The Input Cost File and Indirect Rate File are in sequence by attendance center within administrative center within district.

The school name for the heading comes from the school file. Other heading data and their sources are:

Data

- 1) Indirect Cost Rate
- 2) Benefit Cost Rate
- 3) Attendance Center Rate
- 4) Collection Level (Program)
- 5) Collection Level (Course)
- 6) Instructional Area
 - Regular
 - Special
 - Adult/Continuing
 - Vocational
- 7) Program/Course Name

Source

- Field 4 of Indirect Rate Record
- Field 5 of Indirect Rate Record
- Field 6 of Indirect Rate Record
- Field 12 of type 1 record of Input
Cost equals 2 or 3
- Field 12 of type 1 record of Input
Cost equals 1 or 4
- Field 4 of type 4 record of
Input Cost equals 11xx
- Field 4 of type 4 record of
Input Cost equals 12xx
- Field 4 of type 4 record of
Input Cost equals 13xx
- Field 4 of type 4 record of
Input Costs equals 14xx
- From Program/Course File for vocational
(14xx) areas, others print numbers.
Use name of program or course based
on collection level specified.

Each type four record will generate one entry on the Cost Comparison Report and one Program/Cost Record for the Program/Cost File. The following calculations may be performed on each type four record to develop per-pupil program/course cost figures.

- a. Benefits. If a benefits rate is present for the district, multiply this rate times the salary field of the type four record and put the result in the benefits field. Otherwise, the benefits field should already contain an amount.
- b. Depreciation. If the Depreciation Rate Option of a district's type one record is equal to 7, no calculation is necessary. If the depreciation rate option is equal to 1-6, the code represents a number of years that the dollar amount in the capital/equipment field of the type four records must be depreciated.

<u>Code</u>	<u>Years</u>
1	5
2	10
3	15
4	20
5	25
6	- (See specific years field of type one record)

Divide the amount in the Capital/Equipment field by the number of years specified. The result is to replace the contents of this field in the four record.

- c. District-Wide Indirect Rate. If field four (4) of the District's Indirect Rate record contains an indirect cost rate this will replace all subsequent indirect cost calculation. Add the contents of the eight amount fields in the type four records. Multiply the result by the district's indirect cost rate. The figure is the allocated indirect cost amount that is printed on the report used in subsequent steps, and placed in the created Program/Cost Record.
- d. Attendance Center Indirect Costs. Field six (6) of the District's Indirect Rate record will contain an attendance center burden rate. This calculation is performed if (c) above is not accomplished. Multiply the burden rate times the number of sections in the type four record to develop the allocated indirect cost amount. This amount is handled as described above.
- e. Total Program/Course Costs. Add the amounts in the eight dollar fields of the type four record plus the calculated allocated costs from (c) or (d) above to develop total program/course costs.

- f. Per-Student Cost. Divide the enrollment figure from the type four record into the total program/course costs developed in (e) to develop per-student cost.

Build a Program/Cost Record for each type four record per the Program Cost File record. These records will be used in subsequent cost programs.

Program: CD 005 Sort Program Cost File

Purpose: To sequence the Program Cost File for preparation of the statewide Program/Course Cost Comparisons.

Inputs:

Program Cost File

Outputs:

Sorted Program Cost File

Processing Requirements:

Sort the Program Cost file into the following major to minor field sequence.

- Program
- Course
- Region
- County
- District
- School

Program: CD 006 Program/Course Costs Comparison

Purpose: This program groups all program/course offerings together and develops average per-pupil cost comparisons at the district, county, regional and statewide levels.

Inputs:

Sorted Program Cost File

Outputs:

Program/Course Costs Comparison Report

Processing Requirements:

The input file is in sequence by school within district within county within region within program/course. Establish four sets of two accumulators to develop number of entries and total per-pupil cost at each level. Print one line per the attached printer spacing chart for each program cost record.

Add one for each record into the accumulators and add the per-pupil costs into the proper accumulators. On control breaks at either district, county, region or program/course levels develop the average cost by dividing accumulator two by accumulator one printing the resulting figure and resetting the accumulators to zero.

APPENDIX D

FOLLOW-UP COMPONENT

COLLECTION INSTRUMENTS



STATE BOARD OF EDUCATION

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

Dear Alumnus:

While you were in high school, you took a series of vocational courses which were referred to as an "occupational education program." The main purpose of this training program was to prepare you for a job. We are now evaluating the effectiveness of occupational education programs. You and the other members of your class are the best people to tell us if we did what we set out to do.

Will you please help us better prepare future students by providing us with the information requested on the enclosed form? Your name will not be used on any of the reports of this study. The answers you give to the questions will be kept in strict confidence.

It is also important that we know how your present employer or supervisor feels about the training that you received in high school. Please provide his/her name and address for suggestions on improving our occupational education training programs.

Would you take time now to answer the questions and mail the form in the pre-addressed envelope? You do not need to put a postage stamp on the envelope.

Thank you for your valuable contribution to our effort of improving the occupational education programs we provide to students.

Sincerely,

Joseph M. Cronin
State Superintendent
of Education

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
100 North First Street
Springfield, Illinois 62777

SCHOOL
NUMBER

SURVEY
NUMBER

VOCATIONAL TRAINING REFERRED TO BELOW MEANS THE PROGRAM
YOU TOOK IN HIGH SCHOOL, WHICH WAS:

1 6 7 14

INSTRUCTIONS: SELECT THE ANSWER THAT BEST DESCRIBES YOUR PRESENT STATUS AND EXPERIENCE AND WRITE THE NUMBER OF THAT ANSWER IN THE BLOCK AT THE RIGHT.
SELECT ONLY ONE ANSWER FOR EACH QUESTION. IF YOU DO NOT HAVE A JOB NOW OR HAVE NEVER HAD A JOB SINCE HIGH SCHOOL, QUESTIONS G, H, AND I
MAY BE SKIPPED.

A. WHICH OF THE FOLLOWING CHOICES BEST DESCRIBES WHAT YOU ARE DOING NOW?

- 1) EMPLOYED FULL-TIME (MORE THAN 35 HRS./WEEK) 4) EMPLOYED AND GOING TO SCHOOL
2) EMPLOYED PART-TIME (LESS THAN 35 HRS./WEEK) 5) UNEMPLOYED
3) FULL-TIME STUDENT 6) MILITARY SERVICE

A 16

B. IF YOU ARE GOING TO SCHOOL, WHICH OF THE FOLLOWING BEST DESCRIBES YOUR REASON FOR DOING SO?

- 1) I COULD NOT FIND A JOB RELATED TO MY VOCATIONAL TRAINING 4) I BECAME INTERESTED IN A DIFFERENT AREA OF WORK
2) I DID NOT FEEL QUALIFIED FOR A JOB IN MY FIELD 5) OTHER REASONS
3) I ALWAYS INTENDED TO CONTINUE MY EDUCATION

B 17

C. HOW WELL DID THE VOCATIONAL TRAINING YOU RECEIVED AT YOUR SCHOOL PREPARE YOU FOR EMPLOYMENT?

- 1) GOOD FOR JOB SKILLS, WORK HABITS AND ATTITUDE 4) LITTLE HELP IN BOTH AREAS
2) GOOD FOR JOB SKILLS ONLY 5) NO HELP
3) GOOD FOR WORK HABITS AND ATTITUDE ONLY

C 18

D. HOW WOULD YOU IMPROVE THE VOCATIONAL TRAINING YOU RECEIVED?

- 1) MORE EMPHASIS ON DEVELOPING JOB SKILLS 4) MORE PLACEMENT ASSISTANCE IN GETTING A JOB
2) MORE TIME IN DEVELOPING GOOD WORK HABITS AND ATTITUDES 5) MORE COUNSELING ASSISTANCE IN SELECTING A VOCATIONAL PROGRAM
3) MORE EMPHASIS ON REAL JOB CONDITIONS

D 19

E. WHY DID YOU ENROLL IN THE VOCATIONAL PROGRAM(S) YOU TOOK IN HIGH SCHOOL?

- 1) I WAS INTERESTED IN THIS TYPE OF WORK 4) MY SCHOOL COUNSELORS RECOMMENDED IT
2) THIS PROGRAM WAS CLOSEST TO THE TRAINING I WANTED 5) OTHER REASONS
3) MY FRIENDS/PARENTS RECOMMENDED IT.

E 20

F. WHAT KIND OF ADDITIONAL EDUCATION OR TRAINING HAVE YOU HAD OR ARE YOU NOW RECEIVING SINCE HIGH SCHOOL?

- 1) COMMUNITY OR JUNIOR COLLEGE 4) APPRENTICESHIP OR EMPLOYER - SPONSORED TRAINING PROGRAM
2) FOUR YEAR COLLEGE/UNIVERSITY 5) NONE
3) TRADE/TECHNICAL/BUSINESS SCHOOL

F 21

G. IF YOU ARE EMPLOYED, WHICH OF THE FOLLOWING BROAD OCCUPATIONAL AREAS DOES YOUR JOB FALL WITHIN?

- 1) AGRICULTURE 4) DATA PROCESSING 7) MANUFACTURING 10) BARBERING OR COSMETOLOGY 13) OTHERS
2) MARKETING 5) ACCOUNTING 8) CONSTRUCTION 11) HOTEL/TOURISM/HOUSEKEEPING
3) OFFICE OCCUPATIONS 6) HEALTH SERVICES 9) SERVICE OR REPAIRS 12) FOOD SERVICES

G 22 23

H. WHICH OF THE FOLLOWING FACTORS WAS MOST IMPORTANT TO YOU IN GETTING A JOB?

- 1) JOB SKILLS RECEIVED IN THE HIGH SCHOOL TRAINING PROGRAM 4) PREVIOUS WORK EXPERIENCE
2) WORK HABITS AND ATTITUDES DEVELOPED IN THE TRAINING PROGRAM 5) NONE OF THE ABOVE
3) RECOMMENDATIONS OR ASSISTANCE FROM OTHERS

H 24

I. HOW WOULD YOU RATE YOUR PERSONAL SATISFACTION WITH YOUR PRESENT JOB?

- 1) VERY HIGH 4) BELOW AVERAGE
2) ABOVE AVERAGE 5) VERY LOW
3) AVERAGE

I 25

J.

- 1)
2)
3)
4)
5)

J 26

K.

- 1)
2)
3)
4)
5)

K 27

EMPLOYER INFORMATION

IF YOU ARE PRESENTLY EMPLOYED,
PLEASE FILL OUT THE EMPLOYER
INFORMATION AT THE RIGHT

SURVEY
NUMBER

24 COMPANY NAME 43

1

2

86

44

STREET ADDRESS

CITY STATE

CARD
CODE

2

SUPERVISOR'S NAME



STATE BOARD OF EDUCATION ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

Dear Employer or Supervisor:

We are currently evaluating the effectiveness of the occupational training we provide high school youth. One of our occupational training objectives is to equip students with job skills required to enter the world of work. One of our former students, who completed a sequence of courses which we had designated as an "occupational program," is an employee of yours. As the employer or supervisor of this student, you can help us determine if we are doing what we have set out to do.

Will you take a few minutes to complete the enclosed evaluation form? This is designed to give us needed information for determining the effectiveness and identifying strengths and weaknesses of present occupational training programs. No employee, employer, supervisor, or business will be identified in the results of this study. All responses to questions will be kept in strict confidence.

Would you complete the evaluation form as soon as possible and mail it in the enclosed return envelope?

Thank you for your valuable contribution to the improvement of job training of future students.

Sincerely,

A handwritten signature in cursive script that reads "Joseph M. Cronin".

Joseph M. Cronin
State Superintendent
of Education

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
100 North First Street
Springfield, Illinois 62777

EMPL. ID NUM.

EVALUATION OF EMPLOYEE'S HIGH SCHOOL PREPARATION FOR EMPLOYMENT

ATTENTION:

THE ADULT VOCATIONAL AND TECHNICAL EDUCATION DIVISION OF THE ILLINOIS OFFICE OF EDUCATION ANNUALLY SURVEYS EMPLOYERS OF ITS GRADUATES. THE INFORMATION GATHERED THROUGH THIS DOCUMENT WILL ASSIST US IN EVALUATING THE QUALITY AND APPROPRIATENESS OF VOCATIONAL PROGRAMS OFFERED IN OUR HIGH SCHOOLS. IT IS OUR GOAL TO STRENGTHEN EXISTING PROGRAMS AND TO DEVELOP ADDITIONAL PROGRAMS TO MEET THE NEEDS OF STUDENTS AND EMPLOYERS.

EMPLOYEE NAME:

STUDENT ID NUM.

TO COMPLETE THIS SURVEY FORM, WRITE THE NUMBER OR LETTER OF THE MOST APPROPRIATE ANSWER IN THE BLOCK AT THE RIGHT.

A. IN WHICH OF THE FOLLOWING BROAD OCCUPATIONAL AREAS DOES THE ABOVE NAMED EMPLOYEE'S JOB FALL?

- | | | | | |
|-----------------------|--------------------|-----------------------|--------------------------------|-----------|
| 1) AGRICULTURE | 4) DATA PROCESSING | 7) MANUFACTURING | 10) BARBERING OR COSMETOLOGY | 13) OTHER |
| 2) MARKETING | 5) ACCOUNTING | 8) CONSTRUCTION | 11) HOTEL TOURISM/HOUSEKEEPING | |
| 3) OFFICE OCCUPATIONS | 6) HEALTH SERVICES | 9) SERVICE OR REPAIRS | 12) FOOD SERVICE | |

A.

14	15
----	----

B. PLEASE RATE THE ABOVE NAMED EMPLOYEE'S TRAINING AND PREPARATION FOR EMPLOYMENT IN EACH OF THE FOLLOWING AREAS.

- THE CHOICES ARE:
- A) WELL PREPARED
 - B) PREPARED
 - C) SOMEWHAT PREPARED
 - D) POORLY PREPARED
 - E) NOT APPLICABLE

- 1) JOB KNOW-HOW. APPLICATION OF TECHNICAL KNOWLEDGE AND SKILLS.
- 2) USE OF TOOLS AND EQUIPMENT.
- 3) QUALITY OF WORK (ABILITY TO MEET QUALITY DEMANDS).
- 4) QUANTITY OF WORK (OUTPUT OF SATISFACTORY AMOUNT).
- 5) COOPERATIVENESS (ABILITY TO WORK WITH OTHERS).
- 6) RECOGNITION OF AUTHORITY (ACCEPTS ADVICE AND SUPERVISION).
- 7) DEPENDABILITY (ATTENDANCE AND PUNCTUALITY).
- 8) INITIATIVE (COMPLETES ASSIGNMENTS WITH A MINIMUM OF SUPERVISION).
- 9) APPEARANCE (PRESENTS A POSITIVE IMAGE).
- 10) SAFETY HABITS, MINIMIZING CHANCE FOR ACCIDENTS.

B.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

C. HOW WOULD YOU RATE THE OVERALL PREPARATION AND TRAINING OF THE EMPLOYEE NAMED ABOVE FOR THE KIND OF JOB HELD? SELECT ONE.

- 1) EXCEPTIONALLY ASLE
- 2) WELL SUITED
- 3) ACCEPTABLE
- 4) POORLY PREPARED
- 5) NOT SUITABLE

C.

36

D. BELOW IS A LIST OF PERSONAL QUALITIES AND JOB SKILLS. PLEASE INDICATE THE IMPORTANCE OF EACH FOR A PERSON ENTERING THE JOB HELD BY THE EMPLOYEE NAMED ABOVE.

- THE CHOICES ARE:
- A) VERY IMPORTANT
 - B) IMPORTANT
 - C) UNIMPORTANT
 - D) NOT APPLICABLE

- 1) TECHNICAL JOB KNOW-HOW.
- 2) COMPETENCY IN USING JOB TOOLS, MACHINES AND MATERIALS.
- 3) ACCURACY, QUALITY AND THOROUGHNESS.
- 4) ABILITY TO MEET QUANTITY DEMANDS.
- 5) JUDGEMENT, ABILITY TO MAKE DECISIONS, PLAN, ORGANIZE.
- 6) ABILITY TO GET ALONG WITH OTHERS.
- 7) INITIATIVE, DOES JOBS THAT NEED DOING.
- 8) POSITIVE ATTITUDE TOWARD WORK.
- 9) APPEARANCE AND GROOMING.
- 10) DEPENDABILITY, ATTENDANCE AND PUNCTUALITY.

D.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

APPENDIX E

FOLLOW-UP COMPONENT

PROCEDURAL FLOW

STEP 1

- A. Annually, program completers or students leaving school with marketable skills are extracted from the Student Master File and are added to the Student History File. Control records on the Student History File contain record counts at completion year, district and file levels for control purposes.
- B. Student records matching the selection parameters are copied from the Student History File onto two new files. The first contains records with no mailing address and is formatted to satisfy the input requirements of the Illinois Drivers License Bureau system which is searched to secure address records. The second file created is the Selected Student Record File and will be used throughout the Follow-Up Survey cycle. Appropriate file control records are appended to this file for subsequent balancing procedures.

An additional option built into this system will allow all selected student records to be processed against the drivers license data if required.

- C. Addresses obtained from drivers license records are added to the Selected Record File. When the entire file is run against driver license records, an option in this routine will allow an override to the update if the address on file differs from the driver's record and the file indicator on the Selected Record indicates the address was obtained from the LEA. This option is intended to compensate for differences in addresses and the currency of data contained in the two files. Normal operation calls for a replacement with driver license data. As a by-product of the update, a control mailing list will be printed of all records by local school district. This list will separate records with addresses and no addresses. Additionally, balancing records will be printed for the selection parameters utilized above.

The lists are forwarded to the local schools to obtain as many student addresses as possible for the no-address records.

STEP 2

- A. The LEA's, upon receipt of the mailing lists, must search their records and write the addresses on the no-address list for return to DAVTE.

Control totals should be established at each LEA to facilitate check-off and balancing steps required in subsequent processes. A copy of the updated mailing list is returned to DAVTE.

- B. The MIS staff will batch the returned no-address lists (now containing addresses), adjust the previously established control numbers for address and no-address records, and forward the no-address lists to keypunch for creation of address cards.

- C. The address cards are matched to the Selected Student Record File to produce an updated Selected Student Record File and a Maintenance and Control List. This list will include all records updated by this process and control totals for balancing.

STEP 3

- A. Using the updated records in the Selected Student Record File, a follow-up instrument is prepared for mailing. Mailing will take the form of a prepared package that is merely addressed by the program. The mailers can be forwarded to the local districts for mailing or are mailed by DAVTE in the case of statewide surveys. (See Appendix D).

STEP 4

- A. Completed instruments are returned by the student to either the local schools or DAVTE. These may be returned as a result of the first mailing or the second reminder mailing discussed in a subsequent chart. The unit administering the survey must check the instruments against the control lists to establish an initial count of returned instruments. The instruments are then batched, a control total for the batch developed, and the batches sent to DAVTE for keypunching the responses.

It is anticipated that DAVTE will serve as the focal point for the keying process in order to improve overall continuity and control of the survey process.

- B. Survey data will be converted to card format. (This procedure applies to both student instruments and employer survey documents.)

STEP 5

- A. The student instruments returned from the keying process are checked against the batch control lists to ensure receipt of all documents. Employer data coded on the instruments by the students is removed from the student instruments and sent to keypunch for preparation of employer cards. By designing the survey instrument with a formatted area for employer data, it is anticipated that manual intervention will be minimized.

- B. Keypunch prepares employer name and address cards to be used in developing the employer mailing.

- C. The employer name and address cards are used to create an Employer Survey Data File and to update the Selected Student Record File with appropriate status information. Additionally, a control list with appropriate totals is developed for reference.

- D. The Employer Survey Data File is used to prepare an employer mailing. This file is also used in subsequent processing to record employer responses to the survey documents.

- E. A follow-up instrument to employers with explanatory letter is prepared and mailed out. (See Appendix D.)

STEP 6

- A. Employer survey documents are returned to DAVTE. Each document is checked against the control list, the documents are batched, control totals are developed and the batches are sent to keypunch for processing.

STEP 7

- A. Keyed employer responses are updated on the Employer Survey Data File to record all survey information. Control totals are developed to allow balancing against the totals developed in the earlier batching process. This cycle will be repeated until all employer survey documents have been accounted for. After an appropriate number of update runs, the Updated Employer Survey File will be used to prepare a second mailing to non-responsive employers.
- B. When it has been determined that all employer responses have been received, the Updated Employer Survey Reports will be generated. These reports will be structured to present employer responses for individual schools, counties, regions and statewide. Additionally, an Employer Survey Summary File will be produced for subsequent use in producing comparative reports.
- C. Recorded student responses are added to the Selected Student Record File to record all responses to the survey instruments. Appropriate control totals are developed to facilitate balancing with the batch totals developed earlier. This cycle may be repeated until all responses are accounted for. The Selected Student Record File will be used in later processing to produce a second mailing to non-responsive students.
- D. As described in B above, after a final update the Selected Student Record File is processed to produce various student follow-up reports with appropriate control breaks for organizational levels. A Student Summary File is created to allow later production of comparative reports across time with the same or different student populations.
- E. As employer or student reports are produced, they are collated, batched for distribution, and sent to the local schools and/or various users within DAVTE.

Note: The code file used for both employer and student report development is maintained in the MIS and contains descriptive data pertaining to schools, programs, courses, etc.

STEP 8

- A. Based on data contained in the Selected Student Record File, a second mailing instrument will be produced. This second mailing instrument will be a continuous-form postcard reminder for all non-responsive students. Mailing totals will be developed for control purposes. The postcards and totals will be sent to the local schools.

- B. The local schools will be responsible for indicating second mailing on their student lists and for distributing the postcards. It is hoped that local school administrators can also employ other methods such as telephone contacts with those students to improve the overall survey response rate.

STEP 9

- A. A second mailing to employers will be prepared using the Updated Employer Data File. This mailing also will be in the form of a reminder postcard. As presently structured, the employer survey is administered by DAVTE. Consideration might be given to involving local school administrators in the second mailing in order to take advantage of their contacts.
- B. Using the control lists prepared, the second employer mailing is checked and distributed.

STEP 10

- A. From time to time, information may be obtained from local schools or the DAVTE that impacts on individual records in the Student History File. This data will be coded on a Student History File Change Form and keypunched to produce student change cards.
- B. This program may be run at any time to process student change cards and update the Student History File. Normally this run will be made prior to starting a Follow-Up Survey to ensure that the Student History File contains the latest data available. Additionally, this program will be run after the completion of a Follow-Up Survey to update the Student History File with indicative data on each student who was included in a Follow-Up Survey. The Selected Student Record File will provide this information. In either mode, a listing of all changed records will be produced along with appropriate totals for file control purposes. Finally, this program will be run periodically to purge the Student History File of old records on students who have been processed through the full multi-year cycle.

STEP 11

- A. Student attitudes toward their training, student mobility across career fields and the relevance of training to employment are concerns of program planners. This program will utilize the summary files developed for each Follow-Up Survey to facilitate tracking a particular student population across time. Additionally, through selection parameters, individual programs may be selected for comparison.

STEP 12

- A. Using Employer Summary Data from individual surveys, comparisons may be developed to highlight program strengths and weaknesses perceived by employers using vocationally trained employees.

APPENDIX F

FOLLOW-UP COMPONENT

PROGRAM DOCUMENTATION

<u>Type</u>	<u>Reference Program</u>
<u>Input Cards</u>	
1. Selection Parameter Card	FU002
2. Student Address Cards	FU004
3. Employer Information Cards	FU006
4. Employer Survey Cards	FU006
5. Student Survey Cards	FU008
6. Parameter Selection Card	FU014
7. Special Question Card	FU005
8. Special Answer Card	FU005
9. Student History Maintenance Card	FU016
<u>Files</u>	
1. Student History	FU001, FU002, FU016
2. Student Information	FU001
3. School File	FU001, FU011
4. Code File	FU001, FU005, FU011
5. Program File	FU001
6. Drivers License Return Address	FU004
7. Drivers License Interface	FU002, FU003
8. Selected Student Records	FU002, FU003, FU004, FU005, FU007, FU008, FU009, FU011, FU011, FU012, FU016
9. Employer File	FU006, FU007, FU010, FU014
10. Employer Mailer Print	FU007
11. Student Summary	FU012, FU013
12. Employer Summary	FU014, FU015
<u>Reports</u>	
1. Student Follow-Up Mailing Lists	FU003
2. Maintenance List	FU004
3. Student Mailers	FU005
4. Control Total List	FU006
5. Employer Mailers	FU007
6. 2ND Mailers Students	FU009
7. 2ND Mailers Employers	FU010
8. Federal Placement Report	FU011
9. Student Summary Analysis	FU012
10. Multi-Year Student Comparison	FU013
11. Employer Survey Analysis	FU014
12. Multi-Year Employer Comparison	FU015
13. Student History Maintenance	FU016
<u>Programs</u>	
1. Create and Update Student History File	FU001
2. Select Student Follow-Up Records	FU002
3. Update Selected Records and Produce Mailing	FU003
4. Update Selected Records with LEA Addresses	FU004
5. Print Student Mailers	FU005
6. Create and Update Employer File	FU006
7. Print Employer Mailers	FU007
8. Update Selected Student Records	FU008
9. Prepare Second Student Mailing	FU009
10. Prepare Second Employer Mailing	FU010
11. Prepare Federal Placement Report	FU011
12. Prepare Student Survey Analysis	FU012
13. Multi-Year Student Comparison	FU013
14. Prepare Employer Survey Analysis	FU014
15. Multi-Year Employer Survey Comparison	FU015
16. Update Student History File	FU016

SELECTION PARAMETER CARD

<u>Columns</u>	<u>Characteristics</u>	<u>Data Elements</u>
1-5	5A/N FU002	Program Number
6-7	2N 76-98	Selection Year, required
8	1N 1	All Students Code -
9-11	3N 0-9	Every Nth record
12-13	2N 01-19	Region Code
14-16	3N 001-102	County Code
17-20	4A/N	District Code
21-23	3N 001-999	Program Code
24	1N 1, Blank	Exclusion Code
25	1N 1, 2, 3	Type of Survey Code
26-80	5b	Blanks

Note: Possible combinations are:

1. 6-7, 8
2. 6-7, 9-11
3. 6-7, 12-13
4. 6-7, 14-16
5. 6-7, 17-20
6. 6-7, 21-23
7. 6-7, 12-13, 21-23
8. 6-7, 14-16, 21-23
9. 6-7, 17-20, 21-23

- Column 24 applies to five-year and special surveys. If column 24 contains a 1, any history record having a validity code of 1 will be bypassed.
- See program specs for FU002 for more information.

STUDENT ADDRESS CARDS

<u>Column</u>	<u>Characteristics</u>	<u>Data Element</u>
1-6	6N 0-9	School Number
7-14	8N 0-9	Student Identification Number
15-39	25A/N	Street Address
40-64	25A	City, State
65-69	5N 0-9	Zip Code
70-79	10 Blank	
80	1N 4	Card Code

EMPLOYER INFORMATION CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1-8	8N 0-9	Student Identification Number
9-23	15A	Supervisor Name
24-43	20A	Employer/Company Name
44-59	16A/N	Street Address
60-74	15A	City/State
75-79	5N	Zip Code
80	1N 2	Card Code

EMPLOYER SURVEY CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1-5	5N 0-9	Employer Identification Number
6-13	8N 0-9	Student Identification Number
14-15	2N 1-13	Question A
16	1N 1-5	Question B1
17	1N 1-5	Question B2
18	1N 1-5	Question B3
19	1N 1-5	Question B4
20	1N 1-5	Question B5
21	1N 1-5	Question B6
22	1N 1-5	Question B7
23	1N 1-5	Question B8
24	1N 1-5	Question B9
25	1N 1-5	Question B10
26	1N 1-5	Question C
27	1N 1-4	Question D1
28	1N 1-4	Question D2
29	1N 1-4	Question D3
30	1N 1-4	Question D4
31	1N 1-4	Question D5
32	1N 1-4	Question D6
33	1N 1-4	Question D7
34	1N 1-4	Question D8
35	1N 1-4	Question D9
36	1N 1-4	Question D10
37-78	42 Blank	
79	1N 0-1	0 = Valid Return
		1 = Postal Return
80	1N 3	Card Code

STUDENT SURVEY CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1-6	6N 0-9	School Number
7-14	8N 0-9	Student Identification Number
15	1 Blank	
16	1N 1-6	Question A
17	1N 1-5	Question B
18	1N 1-5	Question C
19	1N 1-5	Question D
20	1N 1-5	Question E
21	1N 1-5	Question F
22-23	2N 01-13	Question G
24	1N 1-5	Question H
25	1N 1-5	Question I
26	1N 1-5	Question J
27	1N 1-5	Question K
28-78	51 Blank	
79	1N 0-1	0 = Survey Response
		1 = Postal Return
80	1N 1	Card Code

PARAMETER SELECTION CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1	1N Range 1-3	Processing Option 1. Use All Records (File in should be in sequence by occupational cluster.) 2. Selected Zip Codes (File in should be in sequence by occupational cluster within zip code. Do not accumulate statewide totals.) 3. Range of Zip Codes (File in should be in sequence by occupational cluster within zip code. Do not accumulate statewide totals.)
2	1 Blank	Low range for option 3 High range for option 3
3-5	3N	1st Zip Code option 2
6-8	3N	2nd Zip Code option 2
9-13	5N	3rd Zip Code option 2
14-18	5N	4th Zip Code option 2
19-23	5N	5th Zip Code option 2
24-28	5N	6th Zip Code option 2
29-33	5N	7th Zip Code option 2
34-38	5N	8th Zip Code option 2
39-43	5N	9th Zip Code option 2
44-48	5N	10th Zip Code option 2
49-53	5N	
54-58	5N	
59-79	21 Blank	
80	1N	Card Code - 5

SPECIAL QUESTION CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1-6	6N	School Number
7-78	72A/N	Question
79-80	2N	Card Code 11 = 1st question Card 1 12 = 1st question Card 2 31 = 2nd question Card 1 32 = 2nd question Card 2

SPECIAL ANSWER CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1-6	6N	School Number
7-66	60A/N	Answer
67-78	12 Blank	
79-80	2N	Card Code: 21 = 1st question Answer 1 22 = 1st question Answer 2 23 = 1st question Answer 3 24 = 1st question Answer 4 25 = 1st question Answer 5 41 = 2nd question Answer 1 42 = 2nd question Answer 2 43 = 2nd question Answer 3 44 = 2nd question Answer 4 45 = 2nd question Answer 5

STUDENT HISTORY MAINTENANCE CARD

<u>Column</u>	<u>Characteristics</u>	<u>Data Elements</u>
1	1A	M - change card
2-7	6N 0-9	D = delete card
8-9	2N	School Number
10-25	16A	Year
26	1A	Last Name
27-32	6N	First Initial, First Name
33	1 Blank	Birth Date (MO-DA-YR)
<u>Card #1</u>		
34-49	16A	Last Name
50-74	25A/N	Street Address
75-78	4 Blank	
79-80	2N	Card Code - '61'
<u>Card #2</u>		
34-58	25A	City and State
59-63	5N	Zip Code
64-65	2N	Completion Code:
		1st Digit 1 - Graduated
		2 - Exited
		2nd Digit 1 - Mkt. Skills
		2 - No. mkt. skills
		3 - Pgm. completed
66-68	3N	Declared Program
69	1N	Disadvantaged/Handicapped
		1 - Disadvantaged
		2 - Handicapped
		3 - Both
70-78	9 Blank	
79-80	2N	Card Code - '62'

STUDENT HISTORY FILE

Record contains 163 characters
File organization is sequential

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
001	6N	School Code (Attendance Center Number)
001a	2N	Year Completed
002	16A	Last Name
003	1A	First Initial of First Name
004	6N	Birth Date (Mth, Day, Year)
005	11A	First Name
006	1A	Middle Initial
007	1A	Sex A-Male, B-Female
008	9N	Social Security Number or school-assigned student identification number
009	25AN	Street Address
010	25A	City and State
011	5N	Zip Code
012	3N	Declared Program
013	4N	Completion Date (Mth, Year)
014	2N	Completion Code:
		First Digit 1 - Graduated
		2 - Exited
		Second Digit 1 - Mkt. Skills
		2 - No. Mkt. Skills
		3 - Pgm. Completed
015	6N	O.E. Program

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
016	6N	Date of First Follow-Up Survey (Mt-Da-Yr)
017	1N	Response Code
018	2N	Occupation Code (Cluster)
019	6N	Date of Second Follow-Up Survey (Mt-Da-Yr)
020	1N	Response Code
021	2N	Occupation Code (Cluster)
022	6N	Date of Last Special Survey (Mt-Da-Yr)
023	1N	Response Code
024	2N	Occupation Code (Cluster)
025	1N	Validity Code 1 - No responses 2 - No valid address
026	2N	Region Number
027	3N	County Number
028	4AN	District Number (Format 3N, 1AN)
029	1N	Disadvantaged, Handicapped Code 1 - Disadvantaged 2 - Handicapped 3 - Disadvantaged and Handicapped
030	2	Filler

*Each school is followed by a control record in the following format.

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
001	6N	School Code
001a	2N	Year Completed (Constant ag)
002	16A	Last Name (All Z's)
003	1A	First Initial of First Name (Z)
004	6N	Birth Date (All 9's)
005	6N	Number of school records
006	126A/N	Filler

Note: A file total (statewide) record is the last record on file. Its school code is all 9's, years completed is 99 and field 005 contains the number of records on file in total.

SELECTED STUDENT FOLLOW-UP FILE

Record contains 169 characters
File organization is sequential

<u>Field #</u>	<u>Length</u>	<u>Data Elements</u>
1	6N	School Number (Attendance Center Number)
2	8N	Student Id. Number 2N - Year Graduated or Completed 6N - Sequential Number within school
3	16A	Last Name
4	11A	First Name
5	1A	Middle Initial
6	25A/N	Street Address
7	25A	City and State
8	5N	Zip Code
9	1A	Sex Code
10	6N	Birth Date (Mth, Day, Year)
11	3N	Declared Program
12	1N	Type of Survey 1 - 1st Year 2 - 5th Year 3 - Special
13	1N	Status Code 1 - Address on File 4 - 1st Mailing 2 - Sent to D/L 5 - No address available 3 - Sent to LEA 6 - 2nd Mailing

<u>Field #</u>	<u>Length</u>	<u>Data Elements</u>
14	1N	Response Code 1 - No response 2 - First mailing response 3 - Second mailing response 4 - Postal return/no address
15	12N	Instrument Recap (range 1-9) Positions 1-10 mandatory, 11-12 optional
16	4N	Filler
17	18N	Dates (Mth, Day, Year) 1 - Sent to D/L 2 - Sent first mailing 3 - Sent second mailing
18	9AN	Soc. Sec. Number/Local Student Id.
19	1N	Disad./Hdcp. Code
20	6N	O.E. Code
21	2N	Region
22	3N	County
23	4AN	District (3 numeric, 1 alpha.)
169		

D.L. INQUIRY INPUT FILE

General Specification of Tape File

1. Unlabeled and unblocked
2. Each record 80 bytes

First Record - Batch Header

Identification	Position	Entry Procedure
Record Code	1	Asterisk *
Batch Number	2-6	99999
Agency Code	7-11	40702
Date Inquiry	12-17	Year, Month, Day
Spaces	18-80	Spaces

All Other Records - Inquiry Record

Name and Middle Initial	1-28	See name entry description below
Policy Number	29-40	(any data you desire)
Serial Number	41-45	Sequential numeric inquiry # (preceded by zeros)
Sex	46	1 = Male, 2 = Female
Agency Code	47-51	40702
Date of Birth	52-57	Year, Month, Day
Spaces	58-80	Spaces

Name Entry Description

Enter: Last Name First, followed by special separator less than (<).
First Name Next, followed by special separator less than (<).

If middle initial is present, the Middle Initial follows the special separator character (<).
Do Not place a (<) after the middle initial.

If the name is larger than twenty-eight characters, including the special separators, no inquiry can be made.

Note: This is the standard file format for sending inquiries to Secretary of State Driver Services for addresses.

D.L. RETURN ADDRESS FILE

First Record - Batch Header

There are one to three 80 byte records returned for each inquiry. There is one record if the system cannot find a match on D.L. File and three if it can. The formats of these records are:

<u>Location</u>	<u>Format</u>	<u>Description</u>	<u>Range</u>	
Record 1				
1	1N	\$		
2-29	28A	Last Name First Name MI		
30-31	2N	First Program	01-97	
32	1N	First Program Area	1-7	
33-34	2N	Second Program	01-97	IFS Coding
35	1N	Second Program Area	1-7	Input
36	1N	Region	0-6	
37-38	2N	School	01-85	
39-41	3	Blank		
42-46	5N	Serial Number: 00000		
47-51	5N	Batch Number: 99999		
52	1N	Sex: 1 = M 2 = F	1-2	
53-58	6N	Birth Date: Yr/Mo/Da		
59-73	15	Blank		
74-78	5N	Agency Code: 40702		
79-80	2N	Error Code	01-05	
		01 = Duplicate DL#		
		02 = Invalid DL#		
		03 = Manual look-up		
		04 = Not in file		
		05 = Invalid compute		

Record 2		
1-12	12N	Computed D.L. Number
13-33	21	Blank
34-38	5N	Zip Code
39-80	42	Blank

Record 3 Name and Address

This record contains the name and address floated together using special characters as separators.

The record format is:

- Last Name followed by < (less than)
- First Name followed by < (less than)
- Middle Initial, if present, followed by: (colon)
- If middle initial is not present, : (colon) follows (<) less than sign.
- Street Number and Street Name followed by (<) less than sign.
- City

Last Record - Count Record

A total record identified by an asterisk in the first byte, followed by "TOTAL" in the next five bytes, is written following the last records. The totals include:

	<u>Position</u>	
Count 1	6-11	Total input batch headers
Count 2	12-18	Total received inquiries
Count 3	19-24	Total output "\$" records
Count 4	25-30	Total output batch headers
Count 5	31-36	Total errorless inquiries
Count 6	37-42	Total error records

Error Conditions

<u>Code</u>	<u>Description</u>
01	Duplicate DL#
02	Invalid DL#
03	Manual look-up
04	Not in file
05	Invalid Compute

Note: This is the standard file format for receiving addresses of licenses from Secretary of State Driver Services.

EMPLOYER FILE

Record contains 128 characters
File organization is sequential

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
1	5N	Employer Identification Number
2	20A	Employer (Company) Name
3	16A/N	Employer Street Address
4	15A	Employer City, State
5	5N	Zip Code
6	15A	Supervisor Code
7	1N	Response Code 1 - No response 2 - First mailing response 3 - Second mailing response 4 - Postal return
8	18N	Dates 1 - Last survey 2 - First mailing 3 - Second mailing
9	2N	Filler
10	8N	Student Identification
11	2N	Question A
12	10N	Question B
13	1N	Question C
14	10N	Question D

STUDENT SUMMARY FILE

Record contains 2136 characters
File organization is sequential

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
1. 1	1N	Type of Survey 1 - 1st Year 2 - 5th Year 3 - Special
2. 2-3	2N	Survey Year
3. 4-5	2N	Region
4. 6-8	3N	County
5. 9-12	4 (3N, 1A/N)	District
6. 13-18	6	School Number
7. 19-24	6N	Question A (Occurs once)
8. 25-30	6N	Total Responses
9. 31-36	6N	Total Male Response
10. 37-42	6N	Total Female Response 1 - Responses

Field #	Characters	Data Elements
11. 43-45	3N	1 - % of total responses
12. 46-48	3N	1 - Agri. %
13. 49-51	3N	1 - Dist. %
14. 52-54	3N	1 - Health %
15. 55-57	3N	1 - Consumer/Homemaking %
16. 58-60	3N	1 - Office %
17. 61-63	3N	1 - Technical %
18. 64-66	3N	1 - Industry/Trade %
19. 67-72	6N	2 - Responses
20. 73-75	3N	2 - % of total response
21. 76-78	3N	2 - Agri. %
22. 79-81	3N	2 - Dist. %
23. 82-84	3N	2 - Health %
24. 85-87	3N	2 - Consumer/Home %
25. 88-90	3N	2 - Office %
26. 91-93	3N	2 - Tech. %
27. 94-96	3N	2 - Industry/Trade %
28. 97-102	6N	3 - Responses
29. 103-105	3N	3 - % of total responses
30. 106-108	3N	3 - Agri. %
31. 109-111	3N	3 - Dist. %
32. 112-114	3N	3 - Health %
33. 115-117	3N	3 - Consumer/Home %
34. 118-120	3N	3 - Office %
35. 121-123	3N	3 - Tech. %
36. 124-126	3N	3 - Industry/Trade %
37. 127-132	6N	4 - Responses
38. 133-135	3N	4 - % of total responses
39. 136-138	3N	4 - Agri. %
40. 139-141	3N	4 - Dist. %
41. 142-144	3N	4 - Health %
42. 145-147	3N	4 - Consumer/Home %
43. 148-150	3N	4 - Office %
44. 151-153	3N	4 - Tech. %
45. 154-156	3N	4 - Industry/Trade %
46. 157-162	6N	5 - Responses
47. 163-165	3N	5 - % of Total Responses
48. 166-168	3N	5 - Agri. %
49. 169-171	3N	5 - Dist. %
50. 172-174	3N	5 - Health %
51. 175-177	3N	5 - Consumer/Home %
52. 178-180	3N	5 - Office %
53. 181-183	3N	5 - Tech. %
54. 184-186	3N	5 - Industry/Trade %
55. 187-192	6N	6 - Responses
56. 193-195	3N	6 - % of Total Responses
57. 196-198	3N	6 - Agri. %
58. 199-201	3N	6 - Dist. %
59. 202-204	3N	6 - Health %
60. 205-207	3N	6 - Consumer/Home %
61. 208-210	3N	6 - Office %
62. 211-213	3N	6 - Tech. %
63. 214-216	3N	6 - Industry/Trade %
		Question (Occurs 5 times)
		(B, C, D, E, F)
64. 217-222	6N	Total Responses
65. 223-228	6N	Total Male Responses
66. 229-234	6N	Total Female Responses
67. 235-240	6N	1 - Responses
68. 241-242	3N	1 - % of Total Responses
69. 243-245	3N	1 - Agri. %
70. 246-248	3N	1 - Dist. %
71. 249-251	3N	1 - Health %
72. 252-254	3N	1 - Consumer/Home %
73. 255-257	3N	1 - Office %
74. 258-260	3N	1 - Tech. %
75. 261-263	3N	1 - Industry/Trade %
76. 264-269	6N	2 - Responses
77. 270-272	3N	2 - % of Total Responses
78. 273-275	3N	2 - Agri. %

Field #	Characters	Data Elements
79. 276-278	3N	2 - Dist. %
80. 279-281	3N	2 - Health %
81. 282-284	3N	2 - Consumer/Home %
82. 285-287	3N	2 - Office %
83. 288-290	3N	2 - Tech. %
84. 291-293	3N	2 - Industry/Trade %
85. 294-299	6N	3 - Responses
86. 300-302	3N	3 - % of Total Responses
87. 303-305	3N	3 - Agri. %
88. 306-308	3N	3 - Dist. %
89. 309-311	3N	3 - Health %
90. 312-314	3N	3 - Consumer/Home %
91. 315-317	3N	3 - Office %
92. 318-320	3N	3 - Tech. %
93. 321-323	3N	3 - Industry/Trade %
94. 324-329	6N	4 - Responses
95. 330-332	3N	4 - % of Total Responses
96. 333-335	3N	4 - Agri. %
97. 336-338	3N	4 - Dist. %
98. 339-341	3N	4 - Health %
99. 342-344	3N	4 - Consumer/Home %
100. 345-347	3N	4 - Office %
101. 348-350	3N	4 - Tech. %
102. 351-353	3N	4 - Industry/Trade %
103. 354-359	6N	5 - Responses
104. 360-362	3N	5 - % of Total Responses
105. 363-365	3N	5 - Agri. %
106. 366-368	3N	5 - Dist. %
107. 369-371	3N	5 - Health %
108. 372-374	3N	5 - Consumer/Home %
109. 375-377	3N	5 - Office %
110. 378-380	3N	5 - Tech. %
111. 381-384	3N	5 - Industry/Trade %
Question G (Occurs one time)		
304. 1057-1062	6N	Total Responses
305. 1063-1068	6N	Total Male Responses
306. 1069-1074	6N	Total Female Responses
307. 1075-1080	6N	1 - Response
308. 1081-1083	3N	1 - % of Total Responses
309. 1084-1086	3N	1 - Agri. %
310. 1087-1089	3N	1 - Dist. %
311. 1090-1092	3N	1 - Health %
312. 1093-1095	3N	1 - Consumer/Home %
313. 1096-1098	3N	1 - Office %
314. 1099-1101	3N	1 - Tech. %
315. 1102-1104	3N	1 - Industry/Trade %
316. 1105-1110	6N	2 - Responses
317. 1111-1113	3N	2 - % of Total Responses
318. 1114-1116	3N	2 - Agri. %
319. 1117-1119	3N	2 - Dist. %
320. 1120-1122	3N	2 - Health %
321. 1123-1125	3N	2 - Consumer/Home %
322. 1126-1128	3N	2 - Office %
323. 1129-1131	3N	2 - Tech. %
324. 1132-1134	3N	2 - Industry/Trade %
325. 1135-1140	6N	3 - Responses
326. 1141-1143	3N	3 - % of Total Responses
327. 1144-1146	3N	3 - Agri. %
328. 1147-1149	3N	3 - Dist. %
329. 1150-1152	3N	3 - Health %
330. 1153-1155	3N	3 - Consumer/Home %
331. 1156-1158	3N	3 - Office %
332. 1159-1161	3N	3 - Tech. %
333. 1162-1164	3N	3 - Industry/Trade %
334. 1165-1170	6N	4 - Responses
335. 1171-1173	3N	4 - % of Total Responses
336. 1174-1176	3N	4 - Agri. %
337. 1177-1179	3N	4 - Dist. %
338. 1180-1182	3N	4 - Health %
339. 1183-1185	3N	4 - Consumer/Home %

Field #	Characters	Data Elements
340. 1186-1188	3N	4 - Office %
341. 1189-1191	3N	4 - Tech. %
342. 1192-1194	3N	4 - Industry/Trade %
343. 1195-1200	6N	5 - Responses
344. 1201-1203	3N	5 - % of Total Responses
345. 1204-1206	3N	5 - Agri. %
346. 1207-1209	3N	5 - Dist. %
347. 1210-1212	3N	5 - Health %
348. 1213-1215	3N	5 - Consumer/Home %
349. 1216-1218	3N	5 - Office %
350. 1219-1221	3N	5 - Tech. %
351. 1222-1224	3N	5 - Industry/Trade %
352. 1225-1230	6N	6 - Responses
353. 1231-1233	3N	6 - % of Total Responses
354. 1234-1236	3N	6 - Agri. %
355. 1237-1239	3N	6 - Dist. %
356. 1240-1242	3N	6 - Health %
357. 1243-1245	3N	6 - Consumer/Home %
358. 1246-1248	3N	6 - Office %
359. 1249-1251	3N	6 - Tech. %
360. 1252-1254	3N	6 - Industry/Trade %
361. 1255-1260	6N	7 - Responses
362. 1261-1263	3N	7 - % of Total Responses
363. 1264-1266	3N	7 - Agri. %
364. 1267-1269	3N	7 - Dist. %
365. 1270-1272	3N	7 - Health %
366. 1273-1275	3N	7 - Consumer/Home %
367. 1276-1278	3N	7 - Office %
368. 1279-1281	3N	7 - Tech. %
369. 1282-1284	3N	7 - Industry/Trade %
370. 1285-1290	6N	8 - Responses
371. 1291-1293	3N	8 - % of Total Responses
372. 1294-1296	3N	8 - Agri. %
373. 1297-1299	3N	8 - Dist. %
374. 1300-1302	3N	8 - Health %
375. 1303-1305	3N	8 - Consumer/Home %
376. 1306-1308	3N	8 - Office %
377. 1309-1311	3N	8 - Tech. %
378. 1312-1314	3N	8 - Industry/Trade %
379. 1315-1320	6N	9 - Responses
380. 1321-1323	3N	9 - % of Total Responses
381. 1325-1326	3N	9 - Agri. %
382. 1327-1329	3N	9 - Dist. %
383. 1330-1332	3N	9 - Health %
384. 1333-1335	3N	9 - Consumer/Home %
385. 1336-1338	3N	9 - Office %
386. 1339-1341	3N	9 - Tech. %
387. 1342-1344	3N	9 - Industry/Trade %
388. 1345-1350	6N	10 - Responses
389. 1351-1353	3N	10 - % of Total Responses
390. 1354-1356	3N	10 - Agri. %
391. 1357-1359	3N	10 - Dist. %
392. 1360-1362	3N	10 - Health %
393. 1363-1365	3N	10 - Consumer/Home %
394. 1366-1368	3N	10 - Office %
395. 1369-1371	3N	10 - Tech. %
396. 1372-1374	3N	10 - Industry/Trade %
397. 1375-1380	6N	11 - Responses
398. 1381-1383	3N	11 - % of Total Responses
399. 1384-1386	3N	11 - Agri. %
400. 1387-1389	3N	11 - Dist. %
401. 1390-1392	3N	11 - Health %
402. 1393-1395	3N	11 - Consumer/Home %
403. 1396-1398	3N	11 - Office %
404. 1399-1401	3N	11 - Tech. %
405. 1402-1404	3N	11 - Industry/Trade %
406. 1405-1410	6N	12 - Responses
407. 1411-1413	3N	12 - % of Total Responses
408. 1414-1416	3N	12 - Agri. %
409. 1417-1419	3N	12 - Dist. %

Field #	Characters	Data Elements
410. 1420-1422	3N	12 - Health %
411. 1423-1425	3N	12 - Consumer/Home %
412. 1426-1428	3N	12 - Office %
413. 1429-1431	3N	12 - Tech. %
414. 1432-1434	3N	12 - Industry/Trade %
415. 1435-1440	6N	13 - Responses
416. 1441-1443	3N	13 - % of Total Responses
417. 1444-1446	3N	13 - Agri. %
418. 1447-1449	3N	13 - Dist. %
419. 1450-1452	3N	13 - Health %
420. 1453-1455	3N	13 - Consumer/Home %
421. 1456-1458	3N	13 - Office %
422. 1459-1461	3N	13 - Tech. %
423. 1462-1464	3N	13 - Industry/Trade %
	Questions H, I, J, K, (Occurs 4 times)	
424. 1465-1470	6N	Total Responses
425. 1471-1476	6N	Total Male Responses
426. 1477-1482	6N	Total Female Responses
427. 1483-1488	6N	1 - Responses
428. 1489-1491	3N	1 - % of Total Responses
429. 1492-1494	3N	1 - Agri. %
430. 1495-1497	3N	1 - Dist. %
431. 1498-1500	3N	1 - Health %
432. 1501-1503	3N	1 - Consumer/Home %
433. 1504-1506	3N	1 - Office %
434. 1507-1509	3N	1 - Tech. %
435. 1510-1512	3N	1 - Industry/Trade %
436. 1513-1518	6N	2 - Responses
437. 1519-1521	3N	2 - % of Total Responses
438. 1522-1524	3N	2 - Agri. %
439. 1525-1528	3N	2 - Dist. %
440. 1529-1531	3N	2 - Health %
441. 1532-1534	3N	2 - Consumer/Home %
442. 1535-1537	3N	2 - Office %
443. 1538-1540	3N	2 - Tech. %
444. 1541-1543	3N	2 - Industry/Trade %
445. 1544-1549	6N	3 - Responses
446. 1550-1552	3N	3 - % of Total Responses
447. 1553-1555	3N	3 - Agri. %
448. 1556-1558	3N	3 - Dist. %
449. 1559-1561	3N	3 - Health %
450. 1562-1564	3N	3 - Consumer/Home %
451. 1565-1567	3N	3 - Office %
452. 1568-1570	3N	3 - Tech. %
453. 1571-1573	3N	3 - Industry/Trade %
454. 1574-1579	6N	4 - Responses
455. 1580-1582	3N	4 - % of Total Responses
456. 1583-1585	3N	4 - Agri. %
457. 1586-1588	3N	4 - Dist. %
458. 1589-1591	3N	4 - Health %
459. 1592-1594	3N	4 - Consumer/Home %
460. 1595-1597	3N	4 - Office %
461. 1598-1600	3N	4 - Tech. %
462. 1601-1603	3N	4 - Industry/Trade %
463. 1604-1609	6N	5 - Responses
464. 1610-1612	3N	5 - % of Total Responses
465. 1613-1615	3N	5 - Agri. %
466. 1616-1618	3N	5 - Dist. %
467. 1619-1621	3N	5 - Health %
468. 1622-1624	3N	5 - Consumer/Home %
469. 1625-1627	3N	5 - Office %
470. 1628-1630	3N	5 - Tech. %
471. 1631-1633	3N	5 - Industry/Trade %

*Field 615 is last field assigned position 2136.

EMPLOYER MAILER PRINT FILE

Record contains 84 characters
File organization is sequential

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
1	8N	Student Identification Number
2	5N	Employer Identification Number
3	20A	Employer Name
4	16AN	Employer Street Address
5	15A	Employer City-State
6	5N	Employer Zip Code
7	15A	Supervisor Name

EMPLOYER SUMMARY FILE

Record contains 526 characters
File organization is sequential

<u>Field #</u>	<u>Characters</u>	<u>Data Elements</u>
1. 1-2	2N	Year
2. 3-7	5N	Low range Zip Code
3. 8-12	5N	High range Zip Code
4. 13-14	2N	Occupational Cluster
5. 15-20	6N	Total Responses (Occurs 10 times)
6. 21-26	6N	Employee Rating Total 1st Cat.
7. 27-30	4N	1st Cat. Well Prepared %
8. 31-34	4N	1st Cat. Prepared %
9. 35-38	4N	1st Cat. Somewhat %
10. 39-42	4N	1st Cat. Poorly %
11. 43-46	4N	1st Cat. Not Applicable %
66. 281-286	6N	Overall Rating Total
67. 287-290	4N	Exceptionally Able %
68. 291-294	4N	Well Suited %
69. 295-298	4N	Acceptable %
70. 299-302	4N	Poorly Prepared %
71. 303-306	4N	Not at all Suitable % (Occurs 10 times)
72. 307-312	6N	Job Requirements Total
73. 313-316	4N	Very Important %
74. 317-320	4N	Important %
75. 321-324	4N	Unimportant %
76. 325-328	4N	Not Applicable %

Program: FU001, Create and Update Student History File.

Purpose: This program is run annually to add program completers or students leaving school with marketable skills to the Student History File.

Inputs:

Parameter Card

Old Student History File,

Student File,

School File

Code File

Program File

Outputs:

New Student History File,

Work File of Selected Student Records

Processing Requirements:

1. The Student Master File is read sequentially to select all student records with a completion year corresponding to the year stated on the parameter card. Selected records will be written on a temporary work file for subsequent processing. Data elements extracted from the Student Master File include:

1. School number
 2. Year completed
 3. Last name
 4. Birth date
 5. First name
 6. Middle initial
 7. Sex
 8. Social Security number or Student Identification number
 9. Declared program
 10. Completion Date
 11. Completion Codes
 12. Disadvantaged, Handicapped Code 1 - Dis., 2 Hand., 3 - Both, Blank none.
2. Accumulate the total number of selected records for subsequent balancing procedures.
 3. The Student File sequence minor to major is:
 1. Birth date
 2. First initial of first name

3. Last name

4. Year completed

5. School code

Sort the selected records into the above sequence prior to creating or updating the Student History File.

4. The following data elements are necessary to create a new Student History File. They are listed along with the file source.

- | | |
|--------------------|-----------------------------|
| 1. O.E. Program | Program File 02 |
| 2. Region Numbers | F008 on Codeset 01 |
| 3. County Numbers | School File (type 1 record) |
| 4. District Number | School File (type 1 record) |

5. The additional fields defined in the Student History File Layout are updated by other programs.

6. Build a New Student History File by writing all records from the Old Student History File onto a new file and inserting the new student records selected from the Student Information File in their proper sequence.

Program: FU002 - Select Student Follow-Up Records

Purpose: This program is used to select records from the Student History File for inclusion in a Follow-Up survey.

Inputs:

Student History File

Selection Parameter Card

Outputs:

Drivers License Interface File

Selected Student Records File

Processing Requirements:

Records may be selected from the History File to satisfy one of three different types of surveys. The types are: one year, five year and special. Column 25 of the selection parameter is used to indicate the survey type.

1. First year survey - Column 25 of the selection parameter card contains a "1." The only option for first year surveys is to use all student records for that year. If the parameter selection card for first year surveys contains any other data, it can be ignored.
2. Five year survey - Column 25 of the selection parameter card contains a "2." Five year surveys may be run as option 1 or option 2. Option one selects all records for a particular year, while option two selects every nth record

for a particular year. Any other data punched in the card may be ignored.

3. Special surveys - Column 25 of the selection parameter card contains a "3." All options are available for a special survey. They are:
 - a. Year, all students
 - b. Year, every nth student
 - c. Year, all students in a region
 - d. Year, all students in a county
 - e. Year, all students in a district
 - f. Year, all students in a selected program
 - g. Year, all students in a region, program
 - h. Year, all students in a county, program
 - i. Year, all students in a district, program

See the Selection Parameter Card for the valid combinations of data and fields. Any invalid combination is to be rejected with an appropriate error message.

4. Column 24 of the selection parameter card may be used with five year and special surveys. When this column contains a "1," any history record having a validity code of "1" (no response to a previous survey), can be bypassed.
5. The parameter card is used to build a file search argument in core to select matching records.
6. First year survey - Build two records for each selected History record. The first is for the Drivers License Interface file. The second is the Selected Student Record for the Survey File. Assign an ID number to each record selected. The ID numbers are composed of the year completed and a sequential number within each school. The school number and the ID number will make up the file key. Set status code equal to 2. Accumulate the total number of records selected for display. Selection parameters from the selection parameter card are also displayed on this report to assure production control.
7. Five year survey - Again build two records for each selected record. If an address is in the selected History record, include it in the new Selected Student Record and set status code as follows:

Code 1 if response code in field 017 of History is equal to 2 or 3.

Code 2 if response code in field 017 of History is equal to 1 or 4 if no address is available.

If option 2, every nth record is selected, establish the necessary counter to arrive at each nth record. File keys, content and the report are handled as described in 7 above.

8. Special surveys are handled as five year surveys for creation of records, status codes, reports, etc.

9. The developed file key for the Selected Student Records must be placed into the Drivers License Inquiry record for subsequent matching. Use positions 29 - 42.

10. Place current date in format mo/da/yr in first six positions of field 017 of selected student records for all records sent to the Driver's License Bureau.

11. Selection criteria and control totals are displayed at end-of-job for balancing purposes.

Program: FU003 - Update Selected Records and Produce Mailing Lists.

Purposes: This program updates the Selected Record File with addresses obtained from the Drivers License Bureau and creates a mailing list of all selected records by school. This list is segregated into address and no address records.

Inputs:

Drivers License Address Records

Selected Student Records File

Outputs:

Updated Selected Student Record File

Student Follow-Up Mailing Lists

Print file records

Processing Requirements:

Sort the records returned from the Drivers License Bureau by the identification number and school number added to the Drivers License Interface File and returned as per the attached file layout.

The sorted records are then matched with the Selected Student Record file for update of status code and address as appropriate and for the creation of two work files to be used in subsequent report printing.

If the type of survey is one (first year) all acquired addresses will be entered into the Selected Student Record file. Status codes will be set to 1. If the drivers license record is returned without an address, set the status code to 3. Build two sequential work files for address and no address records containing the data necessary to complete the Follow-Up Mailing List.

Five year and special surveys are handled as described above with the following exception. If the status code is already equal to 1, ignore any address returned from Drivers License. If the status code is 2, handle as described above.

After all Drivers License records have been processed, print the Follow-Up Mailing List report printing the address records first then the no ad-

dress records. Establish accumulators to develop totals of the two types of records for each school and a grand total for balancing.

Program: FU004 - Update Selected Student Records with LEA - supplied addresses.

Purpose: This program adds student addresses obtained from the local schools to the Selected Student Record File.

Inputs:

Selected Student Record File

Student Address Cards

Outputs:

Updated Selected Student Record File

Maintenance List

Processing Requirements:

Student address cards will be sorted by columns 1-14 to arrange them in student ID, school number sequence. Match address cards with the proper selected student record and add the address data to the student file. Set the status code in the student record to 1 for all records with an address on file. If no address is available set the status code to 5.

List all records updated with an address card in the format prescribed in program FU003. Develop appropriate totals as required.

Street Address may contain some numeric characters. City and State should be all alpha. Zip Code must be all numeric. If these fields don't meet these basic edit requirements, display an appropriate error message alongside the printed line.

Maintenance to address fields will be through address cards containing only the field to be corrected along with the appropriate key. Use a replace to update the file with maintenance data and print a new name and address line.

Program: FU005 - Print Student Mailers

Purpose: This program is run to prepare Student Survey mailers for any follow-up population.

Inputs:

Optional Question and Answer Cards

Selected Student Record File

Program File

Outputs:

Selected Student Record File

Student Mailers

Accumulated Control Totals

Processing Requirements:

The Selected Student Record file is sorted by zip code and then used to prepare a mailer for each student record containing an address on file. Check for address on file by first testing for a 1 in the Status Code Field. This indicates an address on file. If the status code is 2, 3, or 5, perform the second test looking for numerals, or characters in street address indicating the presence of an address.

The following data will be printed on the Survey Form for each record with an address:

- a) Name
- b) Street address
- c) City/State
- d) Zip Code
- e) Survey number (school number and student identification number)
- f) Program name

Program name must be obtained by using the declared program number and school number in the selected student record to access the name associated with the program number. Program names are contained in the code files.

Update the status code field as follows:

- a) Valid address (or printed/set code to 4);
- b) Initial address (no form printed/set code to 5).

Place the current date in the second date field (Field 17) for all students sent a mailer.

Set response code (Field 14) to 1 for all records.

Accumulators should be established for school and file total levels. At the end of a school, print the total mailers for that school on the next blank mailer form. At the end of file, print the total number of mailers printed.

Place the current date, format MO/DY/YR in the second date and of field 17 for all students sent a mailer.

Note: Individual schools may wish to add one or two additional questions to the surveys. Special Question and Answer Cards are provided for this purpose. These cards if present will be in sequence by card code within school numbers. Cards 11, 12, 31, 32 contain the questions. The data allows up to 144 positions for card questions. Cards 21-25 and 41-45 contain up to five 60 position answers. Print the questions and answers on the mailer form for each selected student mailer proposed. Questions apply only to the school matching the school number in the card.

Program: FU006 - Create and Update Employer File

Purpose: This program is used to create the Employer File from employer cards and to update survey data returned by employers.

Inputs:

Employer Information Cards

Employer Survey Cards

Employer File

Work Files

Outputs:

Employer File

Control Total List

Processing Requirements:

This program can be run in either a create or an update mode. Each employer file is unique to the student survey population which with it is associated. When a particular survey has been completed, the Employer File can be scratched.

Create Mode

1. Read all employer information cards (2 in 80) and build a work file in card image format for all employers.
2. Sort the work file on positions 24-28 alpha to put the employer cards in alpha sequence by company/employer name.
3. Build the employer file from the sorted work file created above. Assign an employer identification number to each record created on the employer file beginning with 00001.

Note: If two create runs are necessary, begin assigning identification numbers to the new records with the next number in sequence (last assigned identification number on file) and add the new records to the end of the employer file.

4. Accumulate the number of 2 cards processed.
5. Accumulate the number of employer records created.
6. Totals in 4 and 5 should be equal. Print the totals after the final record is created.
7. Fields 1, 2, 3, 4, 5, 6 and 10 of the employer 99,999 file record come from the employer information card. Other fields in the record are updated by subsequent processing.

Update Mode

1. Read all employer survey cards (3 in column 80) and build a work file in card image format.
2. Sort the employer survey card work file on the employer identification number (position 1-5) in ascending order.

3. Match the sorted employer survey records with the employer file and update the employer file with the survey data contained in positions 14-36. If position 79 of the employer survey card contains a 1, this indicates a postal return and will have no data in positions 14-36. Change response code (field 7) of the matching employer record to 4, and write out the updated employer record. The positions are grouped to contain responses to form questions. Contents of the positions and their valid combinations are:

Position	Question 1	Contents
14 - 15	A	01 - 13. Ignore any other combination of digits.
16 - 25	B	1 - 5. Each of the ten positions should contain a number in the range 1-5. Ignore any number or character except the valid ones.
26	C	1 - 5. Ignore any other character.
27 - 36	D	1 - 4. Each of the ten positions should contain a number in the range 1-4. Ignore any number or character outside this range.

4. Update the matched employer record with the valid responses contained in the survey record.
5. Check the contents of the dates (field 8) of the employer record. If the middle six positions are numeric, put a 2 in field 7 response code. If the last six positions of data (field 8) are numeric, put a 3 in field 7 response code. If no employer survey card is present for an employer record, put a 1 in field 7 response code.
6. Accumulate the number of employer survey cards processed and print it for control and balancing purposes at the end of job.

Program: FU007 - Print Employer Survey Mailers

Purpose: Prepare employer survey mailers.

Inputs:

Employer File

Selected Student Follow-up File

Outputs:

Updated Employer File

Employer Mailers

Processing Requirements:

1. Process the employer file sequentially producing an employer mailer record for each employer record that contains a valid (all numeric) zip code and an updated employer record.
2. Write a new employer file record for each employer. If a print record is created, place the current date in the middle six positions of field 8 dates. If a print record is not created, place a response code of 1 in field 7 and leave the date field blank.
3. Accumulate the number of print records built.
4. Sort the selected student follow-up file in ascending sequence on the student ID number and zip code.
5. Sort the employer mail file created in Step 1 in ascending sequence on student ID number and zip code.
6. Match the two sorted files on student ID number ignoring all unmatched records.
7. On a match, print an employer mailer per layout.
8. Print the accumulated total and the total contained in the employer mailer print file trailer record at end of file for comparative purposes.

Program: FU008 - Update Selected Student Records

Purpose: This program is used to add survey data obtained from students to the Selected Student Record File.

Inputs:

Student Survey Cards

Selected Student Record File

Work File

Outputs:

Updated Selected Student Record File

Control Totals

Processing Requirements:

1. All Student Survey cards are written onto a temporary work file in card image format.
2. Sort the work file created above on positions 1-14 in ascending sequence. This sequences the student survey responses in student identification number within school number. This is also the file key for the Selected Student Record File.
3. Read the two files sequentially looking for matching records.

4. Write all unmatched selected student records out to an updated selected student record file.

5. Matched records are handled as follows:

- a) Check position 79 of the survey record for a 0 or 1. If 1, this is a no valid address postal return. Change the response code of the matching selected student record (field 14) to a 4 and write out the new updated selected student record.

If position 79 of the survey record contains a 0, this is a valid response and is handled as follows:

- a) If status code (field 13) is 1, 2, 3, 4 or 5, change response code (field 14) to a 2. If status code (field 13) is 6, change response code (field 14) to a 3.
 - b) Record the responses contained in positions 16-27 of the survey record in field 15 (instrument recap of the matching selected student record. Blank any position containing an invalid character or number for that position.
6. Set up accumulators to count the number of survey cards read, the number of selected student records updated, and the number of student records written out unchanged. Print these control totals at end of file.

Program: FU009 - Prepare Second Student Mailing

Purpose: To prepare reminder mailers for students who haven't responded to original survey questionnaire.

Inputs:

Updated Selected Student Record File

Outputs:

Updated Selected Student Record File

2nd Mailer Forms

Control Totals

Processing Requirements:

1. Process the updated selected student record file sequentially.
2. Check response code (field 14) for a 2, 3, or 4 response. If = write out the record unchanged. If response code = 1, change status code (field 13) to 6, put current date in last 6 positions of field 17 (Dates).
3. Print a second mailer name and address form for these students.
4. Write out the changed selected student record.
5. Accumulate the number of second mailers printed, number of records written out on the updated file, and print these totals at the end of file.

Program: FU010 - Prepare Second Employer Mailer

Purpose: This program prepares second mailers for nonresponsive employers.

Inputs:

Updated Employer File

Outputs:

Updated Employer File

2nd Employer Mailers

Control Totals

Processing Requirements:

1. Process the updated employer file sequentially. If response code (field 7) contains a 2, 3 or 4, write the employer record unchanged.
2. If the response code (field 7) contains a 1, place the current date in the last six positions of field 8 (Dates).
3. Print a second mailer for these records containing employer/company name, address, city/state, zip code and supervisor name.
4. Write out the updated record to the employer file.
5. Accumulate numbers of employer records written on the new file and number of second mailers and print at end of processing.

Program: FU011 - Prepare Federal Placement Report

Purpose: This program prints the Federal Placement report by school and accumulates statewide statistics by the federal categories required.

Inputs:

School File

Current Selected Student File

Parameter Card

Outputs:

Federal Placement Report

Processing Requirements:

1. Sort the selected student file in ascending sequence by year graduated or completed, school number, and O.E. Code.
2. FY in the report heading corresponds to the year graduated or completed contained in each student record. Only one year should be present, input through the parameter card. School name is secured from the master school file.
3. Set up accumulators for three levels: O.E. Code, school number, and statewide.

a. At O.E. Code level set up accumulators for the seven columns shown on the print line (completions, status unknown, etc.). This set can be rolled into statewide set on a change in O.E. Code at the school level.

b. At the school level, set up three sets of seven accumulators to develop disadvantaged, handicapped, and school totals.

c. At the statewide level, set up 150 sets of seven accumulators to handle all O.E. Codes and statewide totals for disadvantaged, handicapped, and all students. Approximately 125 sets will be used for present O.E. Codes and 25 will be reserved for expansion.

4. Each record on the selected student file will be accumulated as follows:

a. Completions - add one (1) for each record.

b. Status Unknown - add one (1) if response code field (14) is equal to 1 or 4.

c. Continuing Education - add one (1) for each record containing a three (3) in position one (1) of field (15).

d. Others - add one (1) for each record containing a two (2), four (4) or six (6) in positions one (1) of field (15).

e. Employed Related Field - if position one (1) of field (15) contains a one (1) and position 7-8 matches in the following table, add one to the employed related field accumulator.

Response in 7-8 of Field 15	Related O.E. Code (first 2 digits)
01	01
02	04
03	14
04	14
05	14
06	07
07	16 or 17
08	17
09	17
10	17
11	04
12	04
13	04,09,16,17

f. Unemployed - If position one (1) of field (15) contains a five (5) add one to this accumulator.

g. Employed Other - if position one (1) of field (15) contains a one (1) and the above matching in positions 7-8 of field (15) and O.E. Code cannot be met, add one to the accumulator for this field.

5. If field 19 of the selected student record contains a 1, add the above pattern to the Disadvantaged accumulations at the school level.

6. If field 19 of the selected student record contains a 2, add the above pattern to the Handicapped accumulators at the school level.
7. If field 19 contains a 3, add the pattern to both Disadvantaged and Handicapped accumulators at the school level.
8. Blanks in field 19 are not added to Handicapped or Disadvantaged accumulators.
9. On a change in O.E. Code, roll the totals in the O.E. accumulators to the school level accumulators and the corresponding state level O.E. accumulator. Clear the O.E. accumulators for the next O.E. Code.
10. On a change in school number, roll the school accumulators and Disadvantaged, Handicapped accumulators to the state level matching accumulators.
11. As a check, the total in the completions column at school O.E., school total, state O.E., state total level should equal the sum of the other six totals.
12. After printing school totals skip to a new page.
13. Print state totals as the last report in the same format.

Program: FU012 - Program Student Survey Analysis

Purpose: This program groups the student responses by question and develops number of and percentage of total responses by major cluster areas. Results are summarized to develop reports at the school, district, county, regional and statewide levels. Additionally a summary record is developed for subsequent multi-year comparison.

Inputs:

Selected Student Record File

Outputs:

Student Summary Analysis Report

Student Summary File

Control Totals

Processing Requirements:

1. Sort the selected student record file by region, county, district, and school number in ascending sequence.
2. The sorted Selected Student Record file is read sequentially. Individual student responses are accumulated until an entire school has been processed. On a change in school, percentage calculations must be made. Additionally, the mean point for each question's responses is developed. Totals by question for male and female responses are accumulated.

Because of the need to recap all responses for a school before performing the required calculations, print lines cannot be developed until the end of the calculation routine.

There are nine standard question responses to each summary these are recorded in positions 1-10 (7 and 8 is one response). Optionally, positions 11 and 12 may be completed if an individual school has elected to add additional questions.

a. Question and Answer Table

Use the following standard phrases for questions A-I. Do not print a phrase for optional questions J and K. Use only J 1, 2, 3, 4, 5 and K 1, 2, 3, 4, 5 to identify the response print lines.

Question	Phrase
A.	Present Status?
1.	Employed Full Time
2.	Employed Part Time
3.	Full Time Student
4.	Employed and Student
5.	Unemployed
6.	Military Service
B.	Why Continuing Education?
1.	Could Not Find Voc. Trained Job
2.	Did Not Feel Qualified
3.	Always Intended To
4.	Changing Interest
5.	Other Reasons
C.	Rating of Voc. Training?
1.	Good All Categories
2.	Good Job Skills
3.	Good Work Habits/Attitude
4.	Little Help
5.	No Help
D.	Needed Improvements In Training?
1.	Emphasize Job Skills
2.	Develop Work Habits and Attitude
3.	Emphasize Job Conditions
4.	Placement Assistance
5.	Counseling Assistance

<u>Question</u>	<u>Phrase</u>
E.	Reason for Taking Voc. Training?
1.	Interest in Type of Work
2.	Program Closest to Wants
3.	Recommended by Parents/Friends
4.	Recommended by Counselors
5.	Other Reasons
F.	Additional Training/Education?
1.	Community or Junior College
2.	4 YR. College/University
3.	Trade/Tech./Business
4.	Apprenticeship/Employer
5.	None
G.	Employed Occupational Area?
1.	Agricultural
2.	Marketing
3.	Office
4.	Data Processing
5.	Accounting
6.	Health
7.	Manufacturing
8.	Construction
9.	Services or Repairs
10.	Barber or Cosmetology
11.	Hotel or Tourism
12.	Food Service
13.	Others
H.	Successful Employment Factors?
1.	Job Skills from Training
2.	Work Habits/Attitude from Training
3.	Recommendations/Assistance
4.	Previous Work Experience
5.	None of the Above
I.	Rate Personal Job Satisfaction
1.	Very High
2.	Above Average

<u>Question</u>	<u>Phrase</u>
3.	Average
4.	Below Average
5.	Very low

b. Required Accumulators

Establish accumulators to develop the following totals at the school, district, county, region and statewide levels.

Accumulators Each Question

Total Responses

Total Male Responses

Total Female Responses

Agricultural Responses

Dist. Responses

Health Responses

Consumer/Homemaking Responses

Office Responses

Technical Responses

Industry/Trade Responses

Memo Others

Answer Accumulations

Total Responses

Agricultural Responses

Dist. Responses

Health Responses

Consumer/Homemaking Responses

Office Responses

Technical Responses

Industry/Trade Responses

There are a variable number of answers/questions. The possible answers by question are:

A.	1-6	G.	1-13
B.	1-5	H.	1-5
C.	1-5	I.	1-5
D.	1-5	J.	1-5
E.	1-5	K.	1-5
F.	1-5		

c. Recording a Response

Update the appropriate accumulators for each student record read using the following fields:

1. Field 9 Sex Code - Male 1, Female 2
2. Field 20 O.E. Code - Based on the first two positions of this field record the responses in the appropriate major cluster accumulators.

O.E.	Cluster Accumulator
01	Agricultural
04	Distribution
07	Health
09	Consumer and Home-making
14	Office
16	Technical
17	Industry/Trade
99	Others (This is a memo total only and is not spread by answers by question. Record for printing only after the final question for a school is processed.)

3. Field 15 Instrument Recap - The student's responses are in this field. The breakdown by question is:

Position	Question
1	A
2	B
3	C
4	D
5	E
6	F
7-8	G
9	H
10	I
11	J
12	K

d. Calculations

Several percentages must be developed after all responses for a school have been developed. The percentages needed are:

1. Each accumulated answer total as a percentage of total responses to a question.
2. Break out of male and female responses as a percentage of total responses to a question.
3. Major cluster accumulated responses as a percentage of each answers accumulated totals.
4. The mean position of accumulated responses to a particular question. The mean does not have to be calculated for question G.

e. Summaries

Several levels of reporting are required. Accumulated schools within a district, accumulated districts within a county, accumulated counties within a region and statewide. Establish accumulators to develop the totals at the various levels. Perform the above calculations for each change in level and print a report for each district, county, region encountered and a final statewide report.

At the district, county, region and statewide levels, questions J and K may be ignored as these are local options.

f. Student Summary Record

After completing the calculations for a particular school, district, county, region build a student summary record. See the file format for contents. This record contains the calculated percentages and some of the totals developed for this analysis. The file key includes type of survey, year, region, county, district and school. At the higher levels, use zero where appropriate to develop unique keys. Example.

Level	Fields
Region	1. Type X
	2. Year XX
	3. Region XX
	4. County 000
	5. District 000 Z
	6. School 000000

Program: FU013 - Multi-Year Student Comparison

Purpose: To compare student responses to standard surveys between two years.

Inputs:

Student Summary Files

Outputs:

Multi-Year Student Comparison Report

Processing Requirements:

This program compares student responses from two surveys. Survey type must be equal. Reject files when type is different. The survey year is contained in the Student Summary Record. Read the two files sequentially and develop the Multi-Year Student Comparison report for matching records. Compare fields 1, 3, 4, 5 and 6 to obtain equals.

Separate reports will be printed at school, district, county and regional levels.

Program: FU014 - Prepare Employer Survey Analysis

Purpose: This program is used to develop the number of employer responses to a follow-up at either the statewide or selected zip code levels.

Inputs:

Parameter Selection Card

Employer File

Outputs:

Employer Survey Analysis Report

Employer Summary File

Processing Requirements:

The program can be run in two modes. The first processes all records on the employer file producing the Employer Survey Analysis Report by occupational cluster and statewide. The second mode processes selected records based on a range of zip codes or up to ten (10) specified zip codes. This mode produces the report for each zip code, a total of selected records report, and a summary record for each occupational cluster by zip code.

1. Sort the employer file in ascending sequence on field 11 and field 5.

2. Parameter Selection Card

See the attached card layout for columnar positions. This card controls the processing mode and must be present.

A one (1) in column one (1) of the selection card means process all records. A two (2) in column one (1) of the card means process records matching the zip codes contained in columns 9-58. Up to ten (10) zip codes may be specified. A three (3) in column one (1) means process only those records whose zip code falls within the range specified in columns 3-8. This selection is on the first three (3) positions of the zip code only.

3. Survey Results

Employer responses are recorded in fields 11, 12, 13 and 14 of the Employer File record.

Field #	Contents
11	Occupational area. Range 01-13
12	Individual employee rating. Ten positions each representing a characteristic of the employee. The range of each position is 1-5.
13	Overall employee rating. One position with a range of 1-5.
14	Job requirements rating. Ten positions each representing a job requirement. The range of each position is 1-5.

4. First Processing Mode

This processing option uses all employer records. The Employer Survey Analysis report is developed for each of the thirteen occupa-

tional clusters and for the file as a whole. Reorder the report to present the data number by occupational cluster for Question B first, Question C second, Question D third. After each cluster has been handled print file-wide totals for Question A, accumulated questions B, C, D.

5. Second Processing Mode

This processing mode uses only parts of Employer File based on the zip code selection parameters indicated. Either specific or ranged zip codes are used. The Employer File will have been sorted by occupational cluster within zip code to facilitate processing. The resulting report is prepared as described above. One additional level is required by this option. A zip code total level must be developed on a change in zip code. For example: option two would result in an occupational recap, individual zip code recaps and a total selected record recap; option three would result in an occupational recap, zip code recaps (first three positions), and a total selected record recap. Question A then must be accumulated by zip code and by total selected records.

6. Calculations

Questions B, C and D have multiple choice answers. Calculate the percentage each accumulated total is of the overall total for each category.

7. Accumulators

Several sets of accumulators are required to develop the necessary totals for the Employer Survey Analysis Report.

- a. First Processing Mode

Question A will need fourteen accumulators to develop file-wide totals.

Question B will need two sets of 66 accumulators to develop occupational totals and file-wide totals.

Question C will need two sets of 6 accumulators to develop occupational totals and file-wide totals.

Question D will need two sets of 55 accumulators to develop occupational totals and file-wide totals.

- b. Second Processing Mode

Question A will need two sets of fourteen accumulators to develop zip code and selection level totals.

Question B will need three sets of 66 accumulators to develop occupational, zip code and selection level totals.

Question C will need three sets of 6 accumulators to develop occupational, zip code and selection level totals.

Question D will need three sets of 55 accumulators to develop occupational, zip code and selection level totals.

8. Summary Records

Develop Employer Summary File records for each of the processing modes. These records contain both totals and percentage figures developed in the above process.

a. First Processing Mode

Develop one record for each occupational cluster. Question A recaps are covered by field 5 (Total Responses). Fields 2 and 3 should be zero filled. The file-wide total record will contain zeros in fields 2 and 3 and 99 in field 4.

b. Second Processing Mode

For selected zip codes, develop one record for each occupational cluster as above, one for each zip code, and one for the selection total. Field 2 will contain the zip code number, field 3 will be zero filled. Field 4 will contain 99 for both zip code and selection total records.

For range of zip codes, handle as for selected zip codes above except the field 2 will contain 00 in the last two positions for occupational and zip code records. The selection total record will contain the low order zip and 00 in field 2 and the high order zip and 00 in field 3 and 99 in field 4.

Program: FU015 - Multi-Year Employer Survey Comparison

Purpose: This program compares the summarized results of two Employer Surveys.

Inputs:

Employer Summary Files (Two Years)

Outputs:

Multi-Year Employer Comparison Report

Processing Requirements:

The two Employer Summary Files are matched on a record by record basis. Fields 2, 3 and 4 are compared for equality. The records are summarized at occupational, zip code and selection-wide levels. All necessary data to print the report is contained in the records. It will be necessary to accumulate the contents of field 5 (total responses) in order to develop the all occupational areas totals necessary.

The report line headings for individual employer and personal qualities are identical to these used in Program FU014 Employer Survey Analysis.

Print reports at occupational, zip code and selection (file) levels.

Program: FU016 - Update Student History File

Purpose: This program is used to update the Student History File with data gathered by the Student Surveys. Changes in name, address and status may also be processed to update the individual student records.

Inputs:

Selected Student File

Student History File

Student History Maintenance Cards

Outputs:

Updated Student History

Student History Maintenance Report

Processing Requirements:

1. Sort the selected student file in ascending sequence by school code, year completed, last name, first initial of first name and birth date.
2. The Selected Student File, Student History Maintenance Cards and Student History File are all in sequence with the file key of the Student History File. The program may be run with Student History Maintenance Cards only, with the Selected Student Record File only or with both inputs. Two processing options are provided for: delete or update. The delete option allows the removal of selected student records or all records of a school for a selected year. This option is indicated by a D in position 1 of the Student History Maintenance Card. A single record deletion will contain the data necessary to complete the file key. All school record deletes for a year will contain year, school address, A's in the name and all "g's" in the birth date. Print the fields for all records deleted from the file. Print a "D" in the final print position to indicate deleted. Do not write out deleted records to the updated Student History File.

Updates to Student History Files may come from either Selected Student Records, Student History Maintenance cards or from both sources. If both sources are present, use the Selected Student data first, then the card data. Print both old and new contents of updated fields on the report. The following fields on the Student History record are updated by a matching Selected Student Record.

Field History

9 - Street Address

10 - City, State

Field Selected

6 - Street Address
(if response code
field 14 = 's 2 or 3)

7 - City and State (if
response code field
14 = 's 2 or 3)

Field HistoryField Selected

11 - Zip Code

8 - Zip Code (if
response code field
14 = 's 2 or 3)16, 19, 22 - Survey
Dates18 - Dates (Use 2nd 6
positions for date.)
If types of survey
field 12 =
1 update field 16
2 update field 19
3 update field 19

17, 20, 23 - Response Code

14 - Response Code.
Based on type of sur-
vey field 12 =
1 update field 17
2 update field 20
3 update field 21

18, 21, 24 - Occupation Code

15 - Instrument Recap.
Place contents of posi-
tions 708 (range 01-13)
in proper occupation
cluster code if type
of survey field 12 =
1 update field 18
2 update field 21
3 update field 24

25 - Validity Code

1 - No Response
2 - No Address
3 - Valid Response14 - Response
1 - No Response
4 - Postal Return
2 or 3 - Response

The Student History Maintenance Cards update the
following Student History Record fields.

Field HistoryField Card 1

2 - Last Name

Last Name. Will
result in creation of
new record since last
name is part of file
key.

9 - Street Address

Street Address.

Field Card 2

10 - City and State

City and State

11 - Zip Code

Zip Code

14 - Completion Code

Completion Code

12 - Declared Program

Declared Program

29 - Disad./Handicap Code

Disad./Handicap

If any name changes are processed, the resulting
Updated Student History file will have to be sorted
on the first four fields to properly resequence it.

If single records or entire school year sets of
records are deleted, the file control records must
be adjusted accordingly. Additionally, accumulate
the total number of records changed in each school/
year.

APPENDIX G

TEACHER SUPPLY/DEMAND COMPONENT

COLLECTION INSTRUMENTS

PROCEDURE FOR NEW PERSONNEL INFORMATION FORM -
FORM A

Purpose:

The New Personnel Information Form is to be completed by personnel who are new, during the present term, to reimbursed vocational education at this attendance center. This form is used to provide data required to complete the background information for the individual's file in the MIS.

By the term "new" is meant a person who was not with the attendance center during the previous term. Or, "new" can apply to a person who has been working in a non-vocational area at the attendance center, and now has an assignment in reimbursed vocational education. Also, consider as new personnel any individual who had previously worked in reimbursed vocational education, moved completely into a non-vocational area and now has returned to reimbursed vocational education.

The Local Data Coordinator is to identify new personnel, and have these individuals complete the New Personnel Information Form. Completed forms are to be returned to AVTE at the same time the Personnel Location Unknown list and the Distribution of Employment Time lists are returned.

<u>Activity</u>	<u>Description</u>
1, 2, and 3. Name, Social Security Number and Attendance Number	a. Fill in the blanks.
4. Past School Year Activity	a. It is important that the respondent only check ONE item. That is, the respondent is to pick the one response that best explains the previous academic year's activity.
5. School Year Started Teaching	a. If a person acquired the first full-time teaching and/or administrative assignment in the fall of 1975, then 1975-1976 would be entered into the response boxes to represent the school year.
6. Educational Degrees	a. If a person has two licenses or degrees at the same level, then only the most recent should be entered. For instance, if a person received the first Master's Degree in 1965 and a second Master's Degree in 1975, then only

Activity

Description

indicate the degree received in 1975 and the area of study for that degree.

7. Work Experience

a. The respondent is only to record work experience that is acceptable towards meeting Illinois certification requirements.

PROCEDURE FOR EDUCATION AND/OR WORK EXPERIENCE
UPDATE - FORM B

Purpose:

The Education and/or Work Experience Update Form updates the MIS personnel files. To keep these files current, it is essential to record any changes in the individual's education and/or work experience which is acceptable toward meeting Illinois certification requirements.

Once a year during the fall term Form B is to be completed by all returning vocational personnel (new personnel will complete Form A). The Local Data Coordinator need only return to AVTE those forms where an individual has indicated an actual change in education and/or work experience. Return these completed forms to AVTE when you return the New Personnel Information Form, the Personnel Location Unknown list, and the Distribution of Employment Time list.

<u>Activity</u>	<u>Description</u>
1, 2, and 3. Name, Social Security Number and Attendance Center Number	a. Fill in the blanks.
4. Inservice Training	a. The person is to indicate inservice training completed during the past 12 months. Twelve months is to be interpreted as extending from September of the previous academic year through August of the present year.
5, and 6. New Education Degree and Additional Work Experience	a. The person is to indicate a new degree(s) and/or work experience change(s) over the past 12 months. Twelve months is to be interpreted as extending from September of the previous academic year through August of the present year.

GENERAL INSTRUCTIONS

- A. Complete this form if:
- 1) You were not in this school district during the last school year, or
 - 2) You were in this school district during the last school year, but were not a teacher and/or an administrator in a vocational education program.
- B. Return the completed form to your Local Data Coordinator. If assistance is needed in completing the form, also contact the Local Data Coordinator.

1. NAME---Record the first sixteen (16) letters (including blanks, hyphens, etc.) of your last name and the first eleven (11) letters of your first name.

FIRST NAME

[illegible][illegible]

2. SOCIAL SECURITY NUMBER

			-			-				
--	--	--	---	--	--	---	--	--	--	--

3. ATTENDANCE CENTER NUMBER

				-		
--	--	--	--	---	--	--

4. PAST SCHOOL YEAR ACTIVITY---Please check the ONE response that best indicates what you were doing during the past school year (9/1 - 8/31).

- ☐ A. In a different school district within Illinois.
- ☐ B. In a different school district outside Illinois.
- ☐ C. In this school district, in vocational education.
- ☐ D. In this school district, but not in vocational education.
- ☐ E. Enrolled in a college or university.
- ☐ F. Employed in a non-education occupation.
- ☐ G. Unemployed and actively seeking employment.
- ☐ H. Unemployed and not actively seeking employment.
- ☐ I. Leave of absence.
- ☐ J. Other (Specify)

5. SCHOOL YEAR STARTED TEACHING---Record the school year that you first held a full-time teaching and/or administrative position.

19			-	19		
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6. EDUCATIONAL DEGREES---Please check each degree you have earned, record the year it was conferred, and indicate the main area of study (codes for the area of study are on the back of this form).

DEGREE	YEAR CONFERRED	AREA OF STUDY	IF CODE 99 IS USED, PLEASE SPECIFY AREA BELOW
____ License {Professional} {Occupational}	19		Other: _____
____ Associate	19		Other: _____
____ Bachelors	19		Other: _____
____ Masters	19		Other: _____
____ Specialist	19		Other: _____
____ Doctorate	19		Other: _____

7. WORK EXPERIENCE---Please check the ONE response that best quantifies your related work experience as it pertains to certification requirements and indicate the area of experience (codes for the area of experience are on the back of this form).

WORK EXPERIENCE		AREA OF EXPERIENCE	IF CODE 99 IS USED, PLEASE SPECIFY AREA BELOW
☐	A. None		
☐	B. Less than 6 months		
☐	C. More than 6 months/1000 hrs.		
☐	D. More than 1 year/2000 hrs.	☐	Other: _____
☐	E. More than 2 years/4000 hrs.		
☐	F. More than 3 years/6000 hrs.		
☐	G. More than 4 years/8000 hrs.		
☐	H. More than 5 years/10,000 hrs.		

Education and/or Work Experience Update

FORM 8

GENERAL INSTRUCTIONS

A. Complete this form only if you have:

- 1) Participated in inservice educational training during the past 12 months (9/1-8/31), or
- 2) Earned a new educational degree during the past 12 months (9/1-8/31) or
- 3) Acquired additional work experience during the past 12 months (9/1-8/31) that pertains to certification requirements.

Otherwise, sign your name and return the blank form to your Local Data Coordinator.

***** Signed: _____ *****

B. Return the completed form to your Local Data Coordinator. If assistance is needed in completing the form, also contact the Local Data Coordinator.

1. NAME---Record the first sixteen (16) letters (including blanks, hyphens, etc.) of your last name and the first eleven (11) letters of your first name.

LAST NAME

FIRST NAME

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

2. SOCIAL SECURITY NUMBER

--	--	--	--	--	--	--	--	--	--

3. ATTENDANCE CENTER NUMBER

--	--	--	--	--	--

4. INSERVICE TRAINING---During the past 12 months (9/1-8/31), I completed the following inservice educational activities (check all applicable activities).

- ☐ A. Participated in one day of inservice training.
- ☐ B. Participated in two-to five-days of inservice training.
- ☐ C. Participated in more than five-days of inservice training.
- ☐ D. Completed one course for university credit.
- ☐ E. Completed more than one course for university credit.

5. NEW EDUCATION DEGREE---If you were awarded a new degree in the past 12 months (9/1-8/31), please indicate the type of degree and the major area of study (codes for the area of study are on the back of this form).

DEGREE

AREA OF STUDY

IF CODE 99 IS USED, PLEASE SPECIFY BELOW

- ☐ A. License ☐ Professional ☐ Occupational
- ☐ B. Associate
- ☐ C. Bachelors
- ☐ D. Masters
- ☐ E. Specialist
- ☐ F. Doctorate

Other: _____
 Other: _____
 Other: _____
 Other: _____
 Other: _____

6. ADDITIONAL WORK EXPERIENCE---If you acquired additional work experience in the past 12 months (9/1-8/31) that pertains to Illinois certification requirements, please check the response that best quantifies the related work experience and indicate the area of the experience (codes for the area of the experience are on the back of this form).

WORK EXPERIENCE

AREA OF EXPERIENCE

IF CODE 99 IS USED, PLEASE SPECIFY AREA BELOW

- ☐ A. No additional work experience.
- ☐ B. Less than 1 month (less than 160 hrs.)
- ☐ C. Between 1 and 2 months (160 to 320 hrs.)
- ☐ D. Between 2 and 3 months (321 to 480 hrs.)
- ☐ E. Between 3 and 6 months (481 to 1,000 hrs.)
- ☐ F. Between 6 and 12 months (1,001 to 2,000 hrs.)

☐ Other: _____

Codes For Education And Work Experience

GENERAL INSTRUCTIONS

The following two-digit codes should be used to indicate (1) the major area of study for those questions that relate to earned educational degrees, and (2) the major area of experience for those questions that relate to work experience as it pertains to certification requirements. Locate the program title that best describes the area of concentration and record the corresponding two-digit code number in the proper response boxes on the front page of this form.

APPLIED BIOLOGICAL AND AGRICULTURAL

- 01 - Agricultural Management
- 02 - Agricultural Mechanics
- 03 - Agricultural Production
- 04 - Agricultural Sales and Services
- 05 - Forestry
- 06 - Horticulture
- 07 - Soil and Water Conservation
- 08 - Turf Management

BUSINESS, MARKETING AND MANAGEMENT

- 09 - Accounting
- 10 - Clerical
- 11 - Computer Programming and Operation
- 12 - Distributive and Marketing
- 13 - Key punch, Coding and Peripheral
- 14 - Manager
- 15 - Sales Worker
- 16 - Secretarial

HEALTH OCCUPATIONS

- 17 - Dental Assistant
- 18 - Dental Hygienist
- 19 - Dental Lab Technician
- 20 - Dentist
- 21 - Dietician
- 22 - Electrocardiograph Technologist
- 23 - Electroencephalograph Technologist
- 24 - Inhalation Therapist
- 25 - Medical Doctor
- 26 - Medical Lab Technician
- 27 - Medical Lab Technologist
- 28 - Mortician
- 29 - Occupational Therapist
- 30 - Ophthalmic Technician
- 31 - Optometrist
- 32 - Orthotist Technician
- 33 - Physical Therapist
- 34 - Prosthetics Technician
- 35 - Psychiatrist
- 36 - Psychologist
- 37 - Registered Medical Emergency Technologist
- 38 - Registered Nurse
- 39 - X-Ray Technician

PERSONAL AND PUBLIC SERVICE

- 40 - Child Care
- 41 - Clothing Management, Products and Services
- 42 - Consumer Economics
- 43 - Food Management, Products and Services
- 44 - Home Furnishing, Equipment and Services
- 45 - Institution and Home Management Services
- 46 - Interior Decorating
- 47 - Air Pollution
- 48 - Barbering
- 49 - Cosmetology
- 50 - Custodial
- 51 - Dry Cleaning
- 52 - Fire Technology
- 53 - Laundering
- 54 - Law Enforcement
- 55 - Waste Water

INDUSTRIAL ORIENTED

- 56 - Atomic
- 57 - Auto Mechanics
- 58 - Body and Fender
- 59 - Chemical
- 60 - Construction Trades
- 61 - Drafting
- 62 - Electricity
- 63 - Electronics
- 64 - Graphic Arts
- 65 - Heating, Air Conditioning, Ventilating
- 66 - Metalworking
- 67 - Plastics
- 68 - Plumbing
- 69 - Power Mechanics
- 70 - Repairmen
- 71 - Welding
- 72 - Woodworking

ADMINISTRATION AND GUIDANCE

- 73 - Guidance and Counseling
- 74 - Administration General Supervisory
- 75 - Administration General Administration
- 76 - Administration Superintendent

OTHER

- 99 - Other

PROCEDURE FOR INSTITUTIONAL SURVEY FORM -
FORM C

The Institutional Survey Form is the instrument which provides the data for the projections of teacher supply. More specifically, this survey provides estimates of the number of future graduates of vocational education teacher training programs in the State. This represents a major portion of the supply as discussed in a later section.

Field tests of the Institutional Survey Form indicate that the best results in terms of responses are achieved by administering the form through the university coordinators of occupational education on the various state university campuses (The eight state institutions with approved vocational education programs provide approximately 90 percent of the supply).

A copy of the Institutional Survey Form follows. The form should be sent to the institutions in April or May. This will allow them to list all graduates for the current academic year.

In addition to the Institutional Survey Form for teachers, there is an Institutional Survey Form for counseling and guidance personnel. A copy of this form also follows.

FORM C

Sample Letter to Accompany Institutional
Survey Form

Coordinator, Occupational
Teacher Education Program

Dear _____:

As a part of the Illinois Office of Education's continuing process of data collection and data evaluation for the Vocational Education Management Information System, we would like to ask that your institution complete the enclosed forms.

Would you please forward the enclosed survey forms to the following departments: Agriculture, Business Education, Health, Home Economics, Law Enforcement, Industrial Technology, and Counseling and Guidance.

In addition, if you are aware of any other departments that have programs designed to prepare individuals for teaching, administration, or counseling in reimbursable vocational programs, please forward copies of the survey form to them.

You will notice that Item 6 of the survey form requests the names and addresses of your 1974 graduates. The purpose of this list is to allow the Division to survey these graduates of vocational education programs to determine their employment status in October. This employment status will be utilized by the Management Information System to assist in developing statewide projections of the supply of vocational education teachers.

After the responses to the survey have been tabulated, an analysis of the employment status and desired employment status of your 1974 graduates by program will be returned to your institution. In addition to data on your graduates, the statewide totals by program will be made available. This should be extremely useful information, and we hope that it will compensate in some way for your kind assistance in helping us to obtain the mailing list for the survey.

Sincerely yours,

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

For Counseling
and Guidance

Department of Adult, Vocational and Technical Education
conducted by
WESTERN ILLINOIS UNIVERSITY
CENTER OF BUSINESS AND ECONOMIC RESEARCH

Name of Department Responding _____

Name of University Responding _____

Name of Individual Responsible for Completing this Questionnaire _____

Position of Individual Named Above _____

Business Phone Number _____

Please list the number of graduates (actual and estimated) from your program for the following years.

1974	1975	1976	1977	1978

Of the 1975 graduates in your program how many are involved in the following activities this year?

Teaching Vocational Education in an Illinois Public School	Teaching Non- Vocational Education in an Illinois Public School	Administrator or Counselor in an Illinois Public School	Employed in Business, Industry or Govern- ment

Attending College	Employed Out- of-State School	Unemployed	Unemployed Not Seeking Work

Of the 1976 graduates what percentage do you estimate will desire to enter Administration or Counseling?

How many students have been enrolled in continuing education classes, workshops or seminars this past year?

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

For All Departments
Except Counseling
and Guidance

Department of Adult, Vocational and Technical Education
conducted by
WESTERN ILLINOIS UNIVERSITY
CENTER OF BUSINESS AND ECONOMIC RESEARCH

Name of Department Responding _____

Name of University Responding _____

Name of Individual Responsible for Completing this Questionnaire _____

Position of Individual Named Above _____

Business Phone Number _____

Please list the number of graduates (actual and estimated) from your program for the following years.

1974	1975	1976	1977	1978

Please list the number of students in each class standing currently majoring in your program.

Freshman	Sophomore	Junior	Senior

Of the 1974 graduates in your program how many are involved in the following activities this year?

Teaching Vocational Education in an Illinois Public School	Teaching Non- Vocational Education in an Illinois Public School	Administrator or Counselor in an Illinois Public School	Employed in Business, Industry or Govern- ment

Attending College	Employed Out- of-State School	Unemployed Seeking Work	Unemployed Not

Please list the names and addresses of your 1974 graduates.

NAME	ADDRESS

NAME	ADDRESS

Please return this form to: Economics Department
Western Illinois University
Macomb, Illinois 61455

GRADUATE SURVEY FORM - FORM D

The Graduate Survey Form is used to gather data on the employment patterns of graduates of teacher education programs in the State. These data can then be used to develop one of the key ratios used in the supply portion of the demand and supply projection.

The Graduate Survey Form should be mailed in October of each year and processed in December of the same year. The mailing list for The Graduate Survey Form is provided by the Institutional Survey.

A copy of The Graduate Survey Form and a cover letter follow.

FORM D

Sample Letter to Accompany Survey of
Recent Vocational Graduates

Dear _____:

As a recent graduate of a vocational education program, I am sure that you can be of assistance to future entrants into your field as well as your university department. In order to effectively plan for education programs, it is important to determine your current occupational status and your plans for the coming year. This information will help the Department of Adult, Vocational and Technical Education and the teacher training institutions throughout the state to plan for adequate numbers of trained personnel.

Enclosed is a survey form which is designed to provide us with information for planning programs in vocational education and to counsel students concerning job opportunities. We would appreciate your completing the form and returning it in the enclosed envelope within a week.

Thank you very much for your help in this project.

Sincerely yours,

GRADUATE SURVEY FORM
Form D

PLEASE PRINT THE APPROPRIATE INFORMATION AND PLACE A CHECK IN THE RELEVANT COLUMNS

NAME _____ Social Security Number _____
 Last First Middle

Resident Zip Code _____ Employer's Zip Code _____

MAJOR OR AREA OF CONCENTRATION

Agriculture
Business Education
Counseling
Dis. Education
Health Education
Home Economics
Law Enforcement
Trade and Industrial Education
Other

COLLEGE GRADUATED

Eastern Illinois
Northern Illinois
Western Illinois
Southern Illinois — Carbondale
Southern Illinois — Edwardsville
University of Illinois — Urbana
Illinois State
Chicago State
Other

	When you were seeking employment upon graduation, what was your first preference for employment? (check one)	What is your current employment status? (check one)	Do you anticipate being in the same position next year? yes no If no, which of the following?	Do you want to remain in the same position next year? yes no If no, which of the following would you want to do?
Employed in Illinois School teaching courses in area of vocational education.				
Employed in Illinois School teaching non-vocational education courses.				
Employed outside of Illinois teaching courses in vocational education.				
Employed outside of Illinois teaching non-vocational education courses.				
Employed in non-teaching position in education in Illinois.				
Employed in non-teaching position in education outside of Illinois				
Employed in Business, Industry or Government position.				
Attend College full-time.				
Unemployed but seeking teaching position.				
Unemployed but seeking non-teaching position.				
Unemployed not seeking work.				

Appendix H

TEACHER SUPPLY/DEMAND COMPONENT

DOCUMENTATION

CARD RECORD LAYOUTS SECTION

Card Layout for Graduate Survey Form

<u>Card Columns</u>	<u>Card Description</u>	<u>Comments and/or Instructions</u>
1-5	Employer's zip code	
6	Major area of concentration	Coded 0 to 9 in order of appearance
7	College graduated from	Coded 1 to 9 in order of appearance
8	Preference upon graduation	Coded 0-A in order of appearance
9	Current employment status	Coded 0-A in order of listing
10	Expected employment status	Coded 0-A in order of listing
11	Desired employment status	Coded 0-A in order of listing
12-51	Respondent's name	
52-80	Blank	

Date Card For Program MISWMYER

<u>Card Columns</u>	<u>Card Description</u>	<u>Comments and/or Instructions</u>
1-4	The year	
5-7	Blank	
8	The month	Coded 0-B
9-80	Blank	

Card Layout for TABLE 1

(Keypunch handwritten fields only)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-5	Blank	
6-14	Social security number	
15-30	Last name	
31-41	First name	
42	Middle initial	
43-45	Percent employed	Right justify in field do not punch decimal point
46-48	Percent nonvocational	"
49-51	Percent teaching secondary	"
52-54	" teaching adult	"

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
55-57	Percent director secondary	Right justify in field do not punch decimal point
58-60	" director adult	"
61-63	" supervisor secondary	"
64-66	" supervisor adult	"
67-69	" guidance secondary	"
70-72	" guidance adult	"
73-75	" other secondary	"
76-78	" other adult	"
79	Blank	
80	Card code	needs a value of 1

Card Layout for TABLE 2

(Keypunch handwritten fields only)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-41	Same as for TABLE 1	
42	Reason for termination code	
43-79	Same as for TABLE 1	
80	Card code	Needs a value of 2

Card Layout for TABLE 3

(Keypunch handwritten fields only)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-79	Same as for TABLE 1	
80	Card code	Needs a value of 3

Card Layout for FORM A

(Keypunch fields containing information only)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-5	Blank	
6-14	Social security number	
15-41	Blank	
42-47	Attendance Center number	MIS coding
48	Past school year activity	A through J
49-50	Blank	
51-52	Year started teaching	

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
53-76	Blank	
77	Work experience	A through H
78-79	Area of experience	02-76 or 99
80	Card code	Needs a value of A

Card Layout for Educational Degrees Contained on FORM A

(Keypunch fields containing information only)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-5	Blank	
6-14	Social security number	
15	Degree code	Coded P, O, A, B, M, S, D
16-17	Year conferred	
18-19	Area of study	01-76 or 99
20-24		Same format as cc 15-19 except that cc 20-24 are for second degree. For each additional degree continue same format in cc 25-49 for up to a total of seven degrees.
50-79	Blank	
80	Card code	Needs a value of E

Card Layout for Change in Social Security Number--From any Form

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-5	Blank	
6-14	Old social security number	
15-23	New social security number	
24-80	Blank	

Card Layout for FORM B

(Keypunch fields containing information only)

<u>Card Columns</u>	<u>Descriptions</u>	<u>Comments and/or Instructions</u>
1-5	Blank	
6-14	Social security number	
15-41	Blank	
42-47	Attendance Center number	
48	One day of inservice training	Coded A

<u>Card Columns</u>	<u>Descriptions</u>	<u>Comments and/or Instructions</u>
49	Two-five days inservice training	Coded B
50	More than five days inservice training	Coded C
51	One course for university credit	Coded D Coded E
52	More than one course for university	
53	New education degree	Coded P, O, A, B, M, S, D
54-55	Area of study	01-76 or 99
56	Work experience	A through F
57-58	Area of experience	01-76 or 99
59-79	Blank	
80	Card code	Needs a value of B

Card Layout for Personnel Location Unknown Record

(Keypunch fields containing information only.)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1-5	Blank	
6-14	Social security number	
15-41	Blank	
42-47	Attendance Center number	
48	The number of the column checked	
48-79	Blank	
80	Card code	Needs a value of U

Parameter Card For Program MISWFORM

(Must be first card of deck into MISWFORM)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1	Code for which term	1 is fall 2 is spring 3 is summer
2-80	Blank	

Parameter Card For Program MISWF346

(Must be first card of deck into MISWFORM)

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1	Code for which term	1 is fall, 2 is spring 3 is summer
2-3	Number of DAVTE regions in state	
4-80	Blank	

Initialization Card For Program MISWCHC1

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1	Code for which term	1 is fall 2 is spring 3 is summer
2	Code for which run	1 first time this term 0 not first time this term

Initialization Card For Program MISWT123

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
1	Code for which term	1 is fall 2 is spring 3 is summer
2-80	Blank	

Parameter Cards For Program MISWSADD

<u>Card Columns</u>	<u>Description</u>	<u>Comments and/or Instructions</u>
Card 1: 1-2 3-80	Year of projection Filler	Blank
Card 2: 1-2 3-4 5-6 7-24 25-42 43-60 61-78 79-80	Age 10-14 enrollment percentage Age 15-19 enrollment percentage Age 20-24 enrollment percentage Available staff percentage Replacement percentage New Staff percentage Other Supply percentage Filler	2 digits per area " " "
Card 3: 1-27 28-80	Survey percentages Filler	3 digits per area Blank

FILE DEFINITION SECTION

Vocational Teacher File (VTF)

Record contains 93 characters - sequential
 Accessing programs: MISWP002, MISWTSR1, MISWLST, MISWF0RM,
 MISWCHCI

<u>Field #</u>	<u>Char</u>	<u>Data Element</u>
1	2N	Region number
2	3N	County number
3	4N	District number
4	19AN	Name
5	1N	Marital-sex status
6	6N	Birth Date
7	9N	Social Security number
8	2AN	First certificate
9	2AN	Second certificate
10	5N	Salary
11	2N	Months employed
12	1N	Percent employed
13	2N	Experience in district
14	2N	Experience in Illinois
15	2N	Experience outside Illinois
16	2N	Total experience
17	3N	College granting Bachelor's degree
18	1N	Highest degree code
19	3N	College granting highest degree
20	2N	Position
21	4AN	Grade level
22	2N	Main assignment
23	2N	Other assignment one
24	2N	Other assignment two
25	1N	Old region
26	6N	Administrative center number
27	1N	DAVTE region number
28	2N	Manpower region number

Teacher Not Found File (TNF)

Record contains 60 characters - sequential
Accessing programs: MISWP002, MISWF0RM, MISWCHCI

<u>Field #</u>	<u>Char</u>	<u>Data Element</u>
1	9N	Social Security number
2	28AN	Name
3	6N	Attendance center number
4	16N	Course information **
5	1AN	Filler
** Course information breakdown		
	3N	Course number
	2N	Section number
	3N	Average length of period
	2N	Meetings per week
	3N	Enrollment
	3N	Cards submitted

Personnel File (Person)

Record contains 552 bytes, 1091 characters - sequential
Accessing programs: MISWP002, MISWP025
MISWRITE, MISWF346
MISWT123, MISWF0RM
MISWTSR1, MISWCHCI
MISWSADD

<u>Field #</u>	<u>Bytes</u>	<u>Char</u>	<u>Data Element</u>	
1	4	9N	Social security number	
2	4	6N	Administrative center number	
3	8	18N	Region number	2N
			DAVTE region number	1N
			Manpower region number	2N
			County number	3N
			District number	4N
4	28	28AN	Name	
5	8	18N	Birthdate	6N
			Marital-sex status	1N
			This year's salary	5N
			Last year's salary	5N
			Highest degree code	1N
6	4	(9)8N	Degree	1N
	Occurs 9 times		Date degree received	2N
			School Granting degree	3N
			Area of Degree	2N
7	8	18N	Starting date	2N
			First certificate	2N
			Second certificate	2N
			Total experience	2N
			Time experience	2N
			Area of experience	2N
			Experience in district	2N
			Experience in Illinois	2N
			Experience out of Illinois	2N

Field #	Bytes	Char	Data Element	
8	8	18N	Position	2N
			Main assignment	2N
			Other assignment one	2N
			Other assignment two	2N
			Months employed	2N
			Time experience	3N
			In-service training (5)	1N
			Occurs 5 times	
9	3	3AN	Main teaching area-calculated	
10	3	3AN	Second teaching area-calculated	
11	4	4AN	Main grade level	
12	4	4AN	Second grade level	
13	1	1AN	Last year's activity	
14	1	1AN	Reason for termination	
15	Administrative table - 3 x 2			
	96	216N	this year last year	
			Fall	
			Spring	
			Summer	
	8	(6) 18N	Time employed	3N
			Time non-vocational	3N
			Secondary teaching	3N
			Adult teaching	3N
			Secondary Director	3N
			Adult Director	3N
	8	(6) 18N	Secondary supervisor	3N
			Adult supervisor	3N
			Secondary guidance	3N
			Adult guidance	3N
			Secondary Other	3N
			Adult Other	3N
	16 Course table - 3 x 2 x 7			
	336	672N	This year last year	
			Fall 7 courses maximum	7C
			Spring 7C	7C
			Summer 7C	7C
	8	(42) 16N	Course number	3N
			Section number	2N
			Length of meeting	2N
			Number of meetings	2N
			Enrollment	3N
			Cards submitted	3N

Program: MISWP001

Purpose: To Create a Temporary Personnel File (TEMP. PERSON) by extracting vocational teaching records from the Teacher Service Record File (TSR), adding region numbers from the County File (COUNTY), and adding the Administrative Center number from the School File (SCHOOL).

Input: School File
County File
Teacher Service Record File

Output: Temporary Personnel File

Processing:

1. Establish audit counts for input and output files.

Display these counts at end of job.

The record is also displayed if it has an invalid county district number.

2. The County File is read loading the region numbers into a table with the County number being used as the subscript.
3. The TSR File is then read giving the vocational teacher records to the sort to be sorted in ascending order by county district number.
4. The sort is then returned, passed against the School File to add administrative center numbers, region numbers are added and then put into Temporary Personnel File to be used by MISWP002 the first time, and by MISWTSR1 thereafter.

Program: MISWP002

Purpose: To Create the Personnel File (PERSON) in social security number sequence. Program needs records from both the Temporary Personnel File (TEMP. PERSON) created by MISWP001, and from the course Header Card File (CHIC), comparing the two files on social security numbers. If an individual is on both files, a record is created in the Personnel file (PERSON). If an individual is in the Tempo-

rary Personnel File (TEMP. PERSON) only, his or her record is placed in the Vocational Teacher File (VTF). If an individual is in the Course Header Card File (CHC) only, his or her record is placed in the Teacher Not Found File (TNF). The VTE and TNF files are later passed against the update programs.

Input: Temporary Personnel File
Course Header Card File

Output: Personnel File
Teach Not Found File
Vocational Teacher File

Processing:

1. Establish audit counts for input and output files.

Display these counts at end of job.

The Course Header Card record is displayed if it contains an illegal course number.

If there is a duplicate social security number then that number and the name associated with it is displayed.

2. The Temporary Personnel File from MISWPOOL is sorted in ascending sequence on social security number.
3. A sorted record is returned and a Course Header Card record is read. If the social security numbers match, then a record is created in the Personnel File. This person's courses are loaded into a table, the main area is calculated and the attendance center number is placed in the personnel record along with all of the information from the temporary personnel file.
4. If the social security numbers do not match:
 - a) If an individual is in the Course Header Card File only, then the record is placed in the Teacher Not Found File.
 - b) If an individual is in the Temporary Personnel File only, then the record is placed in the Vocational Teacher File.

Program: MISWP025

Purpose: To list those people in the Personnel File (PERSON) who are not in the Teacher Service Record File (TSR).

Input: Teacher Service Record File
Personnel File

Output: Print File (List of Voc. Ed. Personnel Not on TSR File)

Processing:

1. Establish audit counts for input and output files. Display these counts at end of job.

If a person is on the Personnel File and not on the TSR the following items are printed:

Social security number, name, administrative center number, county number, district number, region number, DAVTE region number, birth date, last activity and reason for terminating.

2. The vocational teachers are extracted from the TSR and given to the sort. They are then sorted into ascending order by social security number.
3. A record is returned from the sort and the Personnel File is read. The social security numbers are compared. If the social security numbers match then repeat. If the social security numbers do not match:
 - a) If person is on personnel file and is not on TSR, then print out the record from personnel file.
 - b) If person is not on personnel file but is on TSR, then ignore this person; this situation is taken care of by updating.

Program: MISWRITE

Purpose: To print out a hard copy of the complete personnel record for each individual in the total Personnel File (PERSON).

Input: Personnel File

Output: Print File (Hard copy print-out of Personnel File)

Processing:

1. Establish an audit count for the input file. Display count at end of job.
2. Reads a Personnel File record, moves the information to the print area and then writes it on the printer.

Program: MISWTSRI

Purpose: To update the Personnel File from the TSR file.

Input: Temporary Personnel file from MISWPOOL
Personnel File
Vocational Teacher File
Teacher Service Record File

Output: Vocational Teacher File
Personnel File

Processing:

1. Establish audit counts for the input and output files. Display these counts at end of job.

Social security number and name are also displayed if duplicate social security numbers are found.
2. The Temporary Personnel File from MISWPOOL is sorted in ascending order on social security numbers.
3. The sorted file is then matched against the Personnel File comparing social security numbers.

If they match, the personnel record is updated.

If they do not match, the sorted record is placed in the output Vocational Teacher File.

4. The output Vocational Teacher File is then sorted into ascending order on social security number.

Program: MISWCHCI

Purpose: To Update the personnel file from the Course Header card file.

Input: Personnel File
Course Header Card File
Vocational Teacher File
Teacher Not Found File
Card File (See Initialization Card used in Program MISWCHCI, CARD RECORD LAYOUTS SECTION)

Output: Personnel
Vocational Teacher File
Teacher Not Found File

Processing:

1. Establish audit counts for input and output files. Display these counts at end of job.

If the social security number is zero, then 'BAD - RECORD--' along with the Course Header card record is displayed.

2. The Initialization card is read to indicate which school term is involved, and also a code indicating whether or not this is the first run this term.
3. The Personnel File is read and the Course Header Card File is read matching social security numbers.

- a. If social security numbers match, then the personnel record is updated.

- b. If the personnel record social security number is less than the course header card social security number, then the personnel record is just rewritten.

- c. If the personnel record social security number is greater than the course header card social security number, then an attempt to create a personnel record is made.

If there is corresponding information in the Vocational Teacher File, then a record is created--otherwise, the course header record is written into the Teacher Not Found File.

4. This program can be run as often as necessary in a term to handle all course header card records.

Program: MISWFORM

Purpose: To update the Personnel File with transactions from Forms A and B, Tables I, II, III, and other sources.

Input: Personnel File
Vocational Teacher File (VTF)
Teacher Not Found File (TNF)
Card File

Output: Personnel File
Vocational Teacher File
Teacher Not Found File

Processing:

1. Establish audit counts for input and output files; display at end of job.
2. Sort card file transactions in ascending sequence by social security number and card code.
3. Edit all transactions for proper coding and print an error list for further research and correction.
4. Match transactions and personnel records on SSU, updating when equal.
5. When SSU on transaction is less than the master record, match against the other input files. When sufficient information is present to build a personnel record, remove any associated record on TNF or VTF. In some cases, TNF or VTF records will be updated from the transactions.

Program: MISWSADD

Purpose: To generate and print a table containing projections for five years on the supply and demand of teachers throughout Illinois.

Input: Personnel File
Population File (projections for Illinois by county)
Card File (containing projection years, percentages from surveys and historical analyses.)

Output: Supply and Demand Table

Processing:

1. Read population file, calculating totals of projected population in age groups 10-14, 15-19, 20-24.
2. Read personnel file calculating total number of teachers by main area of teaching, FTE by area, and number of students.
3. Compute total staff required using totals from step 1, historical percentages of available staff, number of current teachers from step 2, and estimated number of students per teacher by program.
4. Compute projected available personnel using estimated retention rate and FTE for base year.

5. Compute additional needs and new supply using the card input and previous results.
6. Compute excess/deficit status for projections.
7. Print each year's projections on a separate page.

Program: MISWT123

Purpose: To print out Tables 1, 2, and 3.

Input: Personnel File
School File
Card File (See Initialization Card used in Program MISWT123, CARD RECORD LAYOUTS SECTION).

Output: Print File (TABLES 1, 2, and 3 Reports)

Processing:

1. Establish audit counts for input and output files. Display these counts at end of job.

'NOT READ1' and 'NOT READ2' are displayed if the invalid key path is taken for a read in the School File.
2. An Initialization Card is read to indicate which school term is involved in the processing run.

1 is for fall
2 is for spring
3 is for summer
3. The Personnel File is read and a code is set up to determine if that person should be listed on table 1 or 2. The record is then given to the sort.

If code is 0 they appear in table 2.

If code is 1 they appear in table 1.
4. The file is then sorted in ascending order by administrative center number, attendance center number, and name.
5. The sort file is then returned. The School File is read to set up the headings. The people for the attendance center are then loaded into a table to be printed in table 1 or 2 depending on the code. When the attendance center number and/or administrative number changes the table is dumped to the printer and repeat.
6. The people with a code of 1 are then listed in table 1. The people with a code of 0 are then listed in table 2. If there is no one to be listed in table 2, then the printing of table 2 is eliminated.

Program: MISWF346

Purpose: To print our Form 346

Input: Card File (See Initialization card used in Program MISWF346, CARD RECORD LAYOUT SECTION)

Personnel File

Output: Print File (Form 346 Report)

Processing:

1. Establish audit counts for input and output files. Display these counts at end of job.
2. The Initialization card is read to indicate which school term and the number of DAVTE regions.
3. The Personnel File is read and given to the sort, unless the region, district, and current vocational administrative information is zero. Those with information of zero are just listed on the printer.
4. The file is then sorted in ascending order by DAVTE region number.
5. Upon return from the sorted file the region and main area are checked and the people are tallied accordingly. The tallying is done by area within region, and for the state as a whole.

Program: MISWMYER

Purpose: To print responses and tabulate results of the data collected on the Graduate Survey Form.

Input: Card File

1. Date Card (See Date Card Used in Program MISWMYER, CARD RECORD LAYOUT SECTION)
2. Graduate Survey Response File (GSR) (See Card layout for Graduate Survey Form, CARD RECORD LAYOUT SECTION)

Output: Print File (Graduate Survey Response Reports)

Processing:

1. First the Date Card is read, then the GSR File is read and its records loaded into a table. If the Zip Code is invalid, the record is dumped to the printer.
2. The table is then given to the sort and is sorted in ascending order by college, area of educational concentration, and name.
3. The sorted file is then put back into the table.
4. The response of each student is then printed. It is printed by school, area of educational concentration, with the students alphabetized within.
5. The responses are then tallied by area of educational concentration for each school and for the state. These results are then printed along with the percents.

6. The table is then given to the sort a second time and sorted in ascending order by college, and then area of educational concentration, and then loaded back into the table.
7. The results are now broken down by zip code area, tallied and printed along with percents. This is done for each school by area of educational concentration. It also includes the state-wide figure.

Program: MISWLIST

Purpose: To print personnel location unknown report.

Input: Vocational Teacher File
School File

Output: Print File (Personnel Location Unknown report)

Processing:

1. Establish audit count for input file; display count at end of job.
2. Vocational Teacher File is sorted in ascending order by administrative center number and name.
3. School File is read to get name, address, and administrative center number for heading on report form.
4. The people in the file belonging to the same administrative center are placed in a table. As soon as a person from a different administrative center is returned from the sort, the form is printed, a new heading is formed, and then the process is repeated.